OVERVIEW

For All Educational Executives

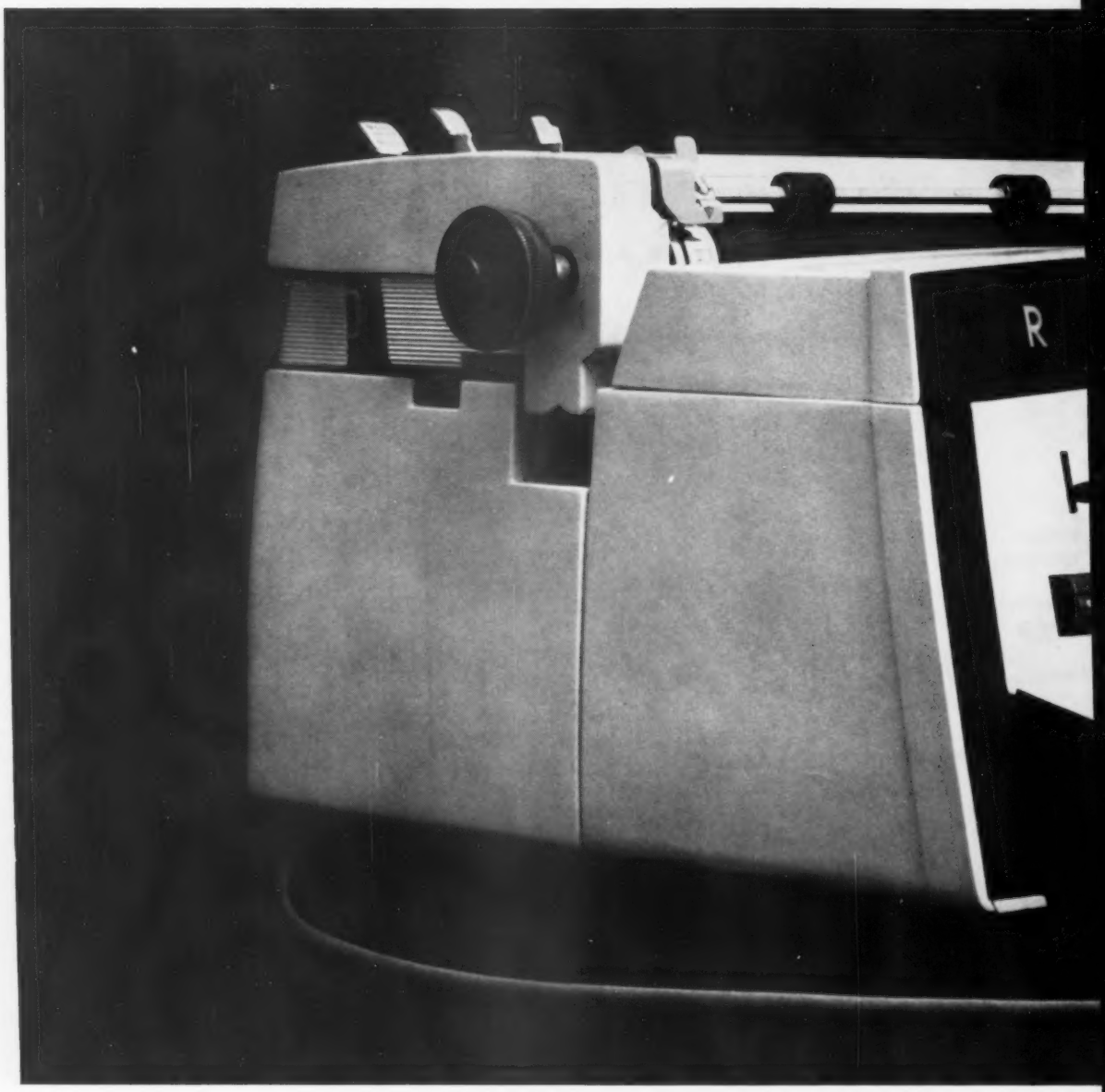
MARCH 1960

The noblest creation of man...

A COLLEGE IS BORN

Florida's waterfront campus...page 51

George Samerjan



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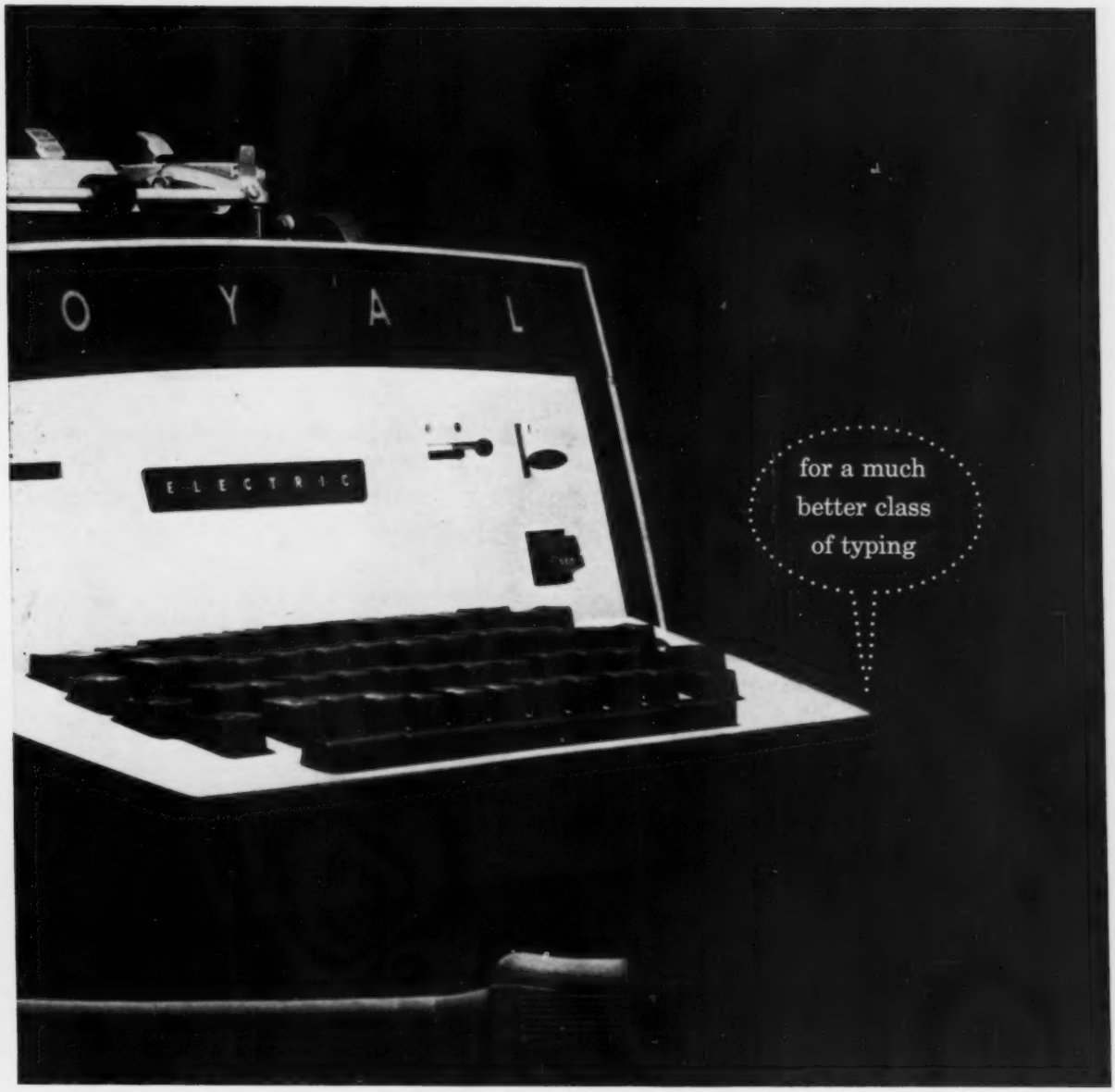

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For All Educational Executives

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PUBLISHER'S MEMO

Another AASA convention is now consigned to the memory and history books. And this recent gathering in Atlantic City was both memorable and a trifle historical to our OVERVIEW staff on not one, but three separate counts:

1. The magnificent testimonial dinner tended to Dr. Walter Cocking, our consulting editor, and for so many years editor of our predecessor magazine, *The School Executive*.

2. The Wednesday group session in which OVERVIEW's own editor, Arch Shaw, played such an important role.

3. The favorable reactions from both readers and advertisers who took time to overview OVERVIEW's own exhibit. Months of advance planning by our own people plus the creative abilities of Functional Displays, Inc. of New York went into this dramatic rendering of our magazine's coverage, content and concern. I underline concern advisedly, because it is above all our concern for education, the totality of education, which will assure OVERVIEW's continuing leadership in its field.

Scores of administrators, architects, fellow-exhibitors, other suppliers and distributors passed through Booth #M3 each day of the Atlantic City convention. Conversations with so many friends and supporters have given our editorial, advertising and circulation personnel a lift and a heightened sense of challenge which can only result in a redoubling of our efforts during the months ahead.

Donald V. Buttenheim

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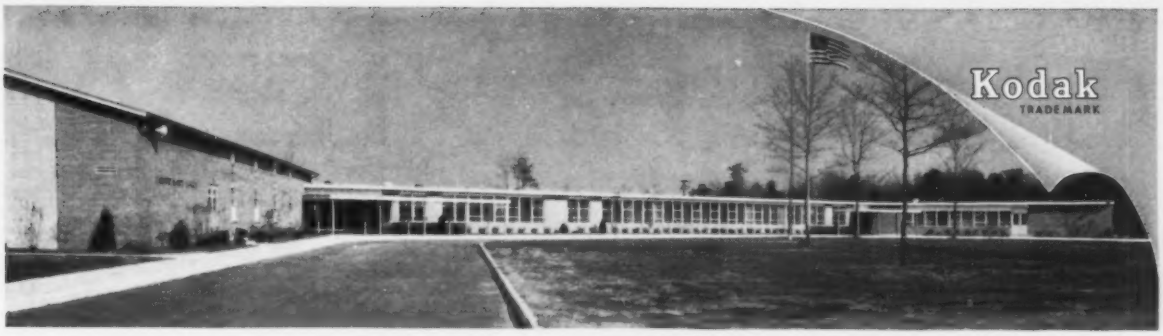
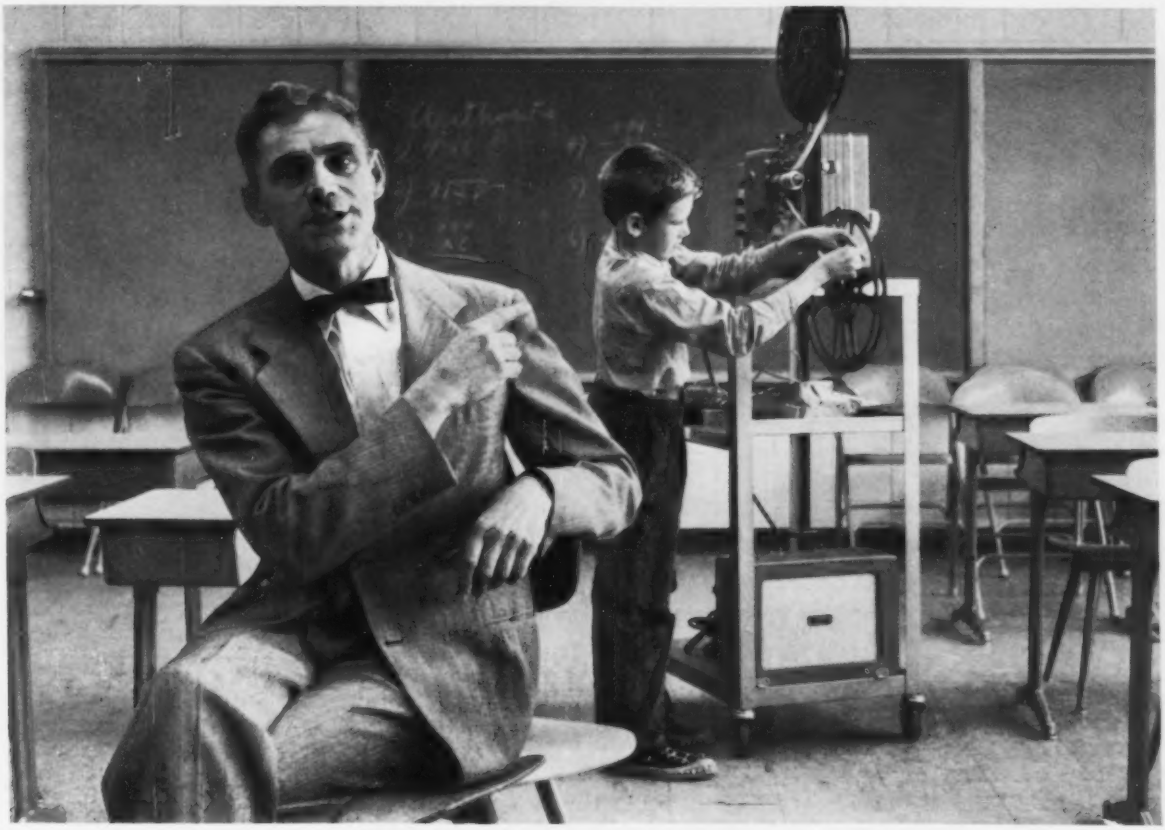


At the New Gardiner Manor Elementary School, Bay Shore, Long Island, N. Y., selected by A.A.S.A. for its exhibit of outstanding school designs, Michael Furin, Visual Aids Coordinator says:



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For All Educational Executives

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LETTERS

I like the January number. It has broad coverage. Its articles are stimulating, well written and contain much "meat" for those of us who are interested in the work and preparation of school administrators.

I am eagerly looking forward to the February issue. This is the highest compliment a reader can give to an editor.

ROLAND S. STROLLE, Head, Ed. Dept., Western Michigan U., Kalamazoo, Mich.

Hearty congratulations on the first regular edition of OVERVIEW. I spent an enjoyable evening reviewing it from cover to cover, and heartily concur with the publication's basic objectives of presenting a totally functional approach to the study of education.

JAMES R. IRVING, Section Ex. Sec., Scientific Apparatus Makers Assn., Chicago, Ill.

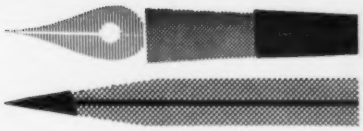
. . . It is evident that this magazine is largely geared to the interests of public school people, superintendents of large systems, etc. As the president of a liberal arts college I do not find a great deal that would make me become a monthly reader of OVERVIEW. The one possible exception is the article on "How Do You Plan What to Tell the Architect?"

WILLIAM E. MORGAN, Pres., The Principia, Elsah, Ill.

Congratulations on the editorial in the recent issue of OVERVIEW. Keep them coming; I thought it was tops.

CLYDE M. CAMPBELL, Prof. of Ed., Michigan State U., East Lansing, Mich.

. . . I thought you hit the nail right on the head in your editorial in the January issue of OVERVIEW. If you keep pounding down that philosophical road, you will have my vote all the time. . . .



Who in blazes is Benedict Burr? Is it a fictitious person, a real one, or another pen name for the editor? At any rate, I was stimulated by his page. . . . It is wonderful to have the right things said and in such a charming manner.

FINIS E. ENGLEMAN, Ex. Sec., AASA, Washington, D. C.

. . . At present creative ideas are frequently employed in the detailing of school plans that essentially are obsolete. The evangelism possible for a magazine such as yours can reach State Departments of Education, local educators and boards in the attempt to raise standards and point to the need for the fluid flexible approach in school house planning. . . .

THORNE SHERWOOD, FAIA, Sherwood, Mills and Smith, Architects, Stamford, Conn.

"Dateline Washington"—a rather weak, almost invisible heading when we consider the fact that OVERVIEW has a Washington correspondent. . . . Isn't p. 36 a bit far back for the "mast" of the magazine? Someone may want to write to you sometime. . . .

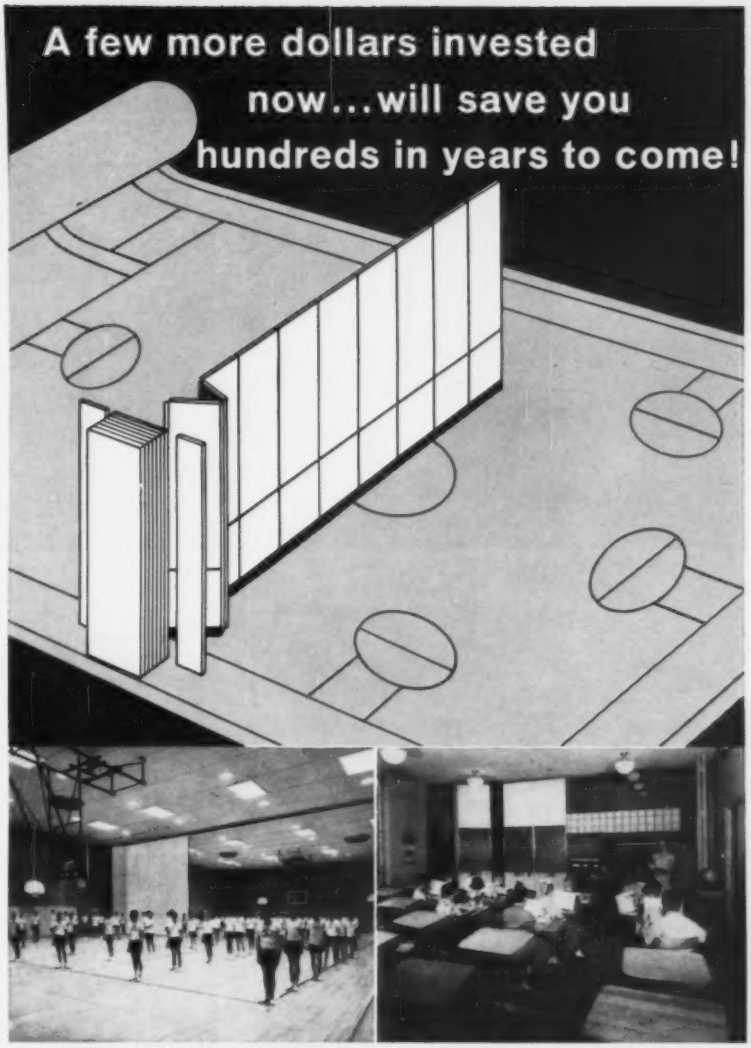
NAME WITHHELD

Congratulations on the first issue of OVERVIEW. I like it all the way from cover to the new treatment of the Table of Contents, to the excellent series of articles. I think that OVERVIEW will be even better than my old favorite The School Executive. . . .

HENRY T. HOLLINGSWORTH, Ed. Consultant, Licht & Johnson, Architects, Englewood, N. J.

. . . I wish to express my appreciation for the column, "One View," in the January issue. I am in complete agreement. I am quite appreciative of your clarification in my thinking relative to these problems.

GEO. D. HANN, Sup't. of Schools, Ardmore, Okla.



Shadle Park High School, Spokane, Washington, Culler, Gale, Martell and Norrie, Architects

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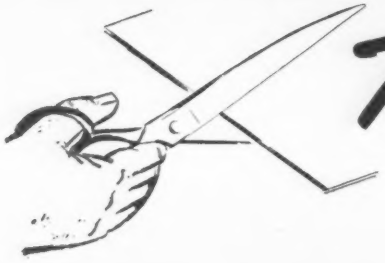

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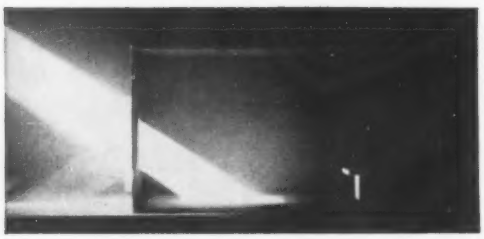
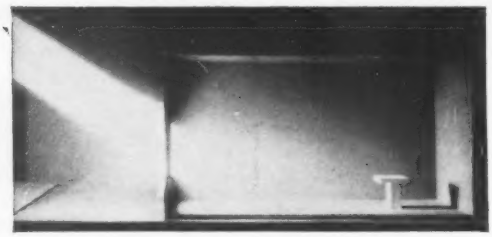


CLEAR GLASS—Actual photograph of "smoke box room" with its window glazed with clear glass. Note high concentration of light near window.



DIFFUSING GLASS—Smoke box photo—window glazed with diffusing glass. Note uniformity of lighting and its distribution to far side of room.

In these photographs the box is built to a scale of 1″=1′ to represent a room 12′ high, 12′ wide and 24′ deep. The "window", centered in one end, is 4′ square, 3′ above the floor.

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ONE VIEW

economy in building

ECONOMY IS A WORD widely used these days. Everybody's for it. Like the word "education," it seems to have almost as many meanings as there are people using it. Any building costs something. If economy meant just not-spending, its equivalent would be plain not-building. We propose that economy means spending wisely, making dollar outlays which promise to give maximum value in helping us to achieve the purposes for which we plan. Economy defined like this involves a weighing of the expense against the return, finding a cost/quality relationship.

The first step, obviously, is a careful determination of the actual initial cost. This is comparison shopping at its most primitive, but there are still a very few who stop there and buy a pair of shoes (or Plan A) because its price tag is lower than the next pair (or Plan B).

The dollar price tag by itself is misleading. Cardboard soles would probably be as comfortable, and might even keep out the water for a few minutes as well as oak leather. But over a period of months the cost of replacing soles on the cheaper shoes would soon pass the first cost of the longer-wearing but higher-cost pair!

Another cost, all too often overlooked, is the difficulty of carrying on a program—the penalty on program. A crude example: if a secretary has to walk 20 feet to answer the telephone each time it rings, there is a real dollar cost even if it may be hidden behind piles of jobs undone.

A further dollar cost consideration is adaptability. Everything else being equal, the material or shape which can be adapted to changing needs may cost less in the long run. This is a very subtle criterion and needs to be applied cautiously in combination with the cost of present program.

The final criterion we'd apply is perhaps the most difficult to measure accurately. This is the penalty on people. Only ten years ago an elementary school built on Long Island had as its only heat controls the old-fashioned hand valves on the classroom radiators. Costs for substitute teachers, costs in state funds for absent pupils, costs in efficiency, comfort and health were far more than money could measure but they were real in terms of money, just as the cost assessed for negligence when a child was burned on an exposed steam pipe showed up in the insurance budget. That's the most immediate kind of cost. Much higher costs will accrue from long-range effects on mental, emotional and physical health.

The quality side of this relationship doesn't lend itself to neat number scales, but it is crucial to any true economy analysis. A good dormitory might look like an economy buy, but would be sheer waste if what you needed was a classroom or a laboratory building or a theatre. Quality is measured by the degree to which the material or plan contributes to the purposes and processes to be served.

Every building project—and every planner—will have an individual list of purposes. But no useful cost/quality analysis is possible until a list has been compiled. Any list would surely include the serving of human needs such as the development of skills, promotion of individuality, cultural experience and appreciation, and the stimulation of curiosity, in addition to intellectual growth.

Who's best equipped to make a cost/quality analysis? The engineer who understands technical management can furnish adequate cost figures. The thoughtful educator may furnish the descriptions of the educational goals which make up the quality factors. But the architect broadly educated and trained in the balancing of factors of form and function is singularly equipped to apply the figures and measure the quality implications of any building proposal. He is, or should be, expert in forecasting both cost and quality consequences.

But finally, only the owner—individual, board, or community—can decide which level of cost and quality it wants. When the owner's decision has been made with the total price tag fairly figured and the quality contributions or returns for the expenditure clearly collected, only then will it be an informed and maybe a wise decision. And only this process can lead to true economy.

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6–10, Assn. for Supervision and Curriculum Development. At Washington, D. C. Ex. sec: Margaret Gill, 1201 16 St. NW, Washington 6, D. C. Theme: Social and Cultural Influences on Education.

18–22, Music Educators National Conference. At Atlantic City, N. J. Ex. sec.: Vanett Lawlor, 1201 16 St. NW, Washington 6, D.C.

21, Child Study Assn. of America. At New York City. Ex. dir: A. D. Buchmueller, 9 E. 89 St., N.Y.C. Theme: Mass Media—Their Impact on Children or Family Life in Our Culture.

26–30, Dept. of Elementary School Principals. At St. Louis, Mo. Ex. sec: Robert W. Eaves, 1201 16 St. NW, Washington 6, D. C.

27–Apr. 2, White House Conference on Children and Youth. Golden Anniversary.

APRIL

6–10, National Assn. of Women Deans and Counselors. At Philadelphia, Pa. Ex. sec.: Barbara Catton, 1201 16 St. NW, Washington 6, D.C.

11–14, American Personnel and Guidance Assn. At Philadelphia, Pa. Ex. sec.: Arthur A. Hitchcock, 1605 New Hampshire Ave. NW, Washington 9, D.C. Theme: "Guidance at the Crossroads of Liberty."

17–21, Assn. for Childhood Education International. At Cleveland—Study Conference. Ex. sec.: Alberta Meyer, 1200 15 St. NW, Washington 5, D.C.

17–22, American Industrial Arts Assn. At Toronto, Canada. Ex. sec.: Kenneth W. Brown, P.O. Box 2626, Buffalo 26, N.Y. Theme: "Industrial Arts Promotes International Understanding."

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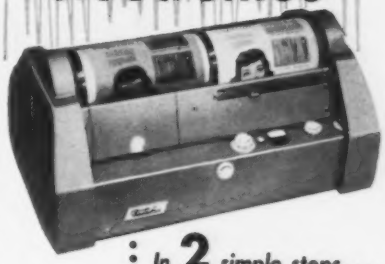

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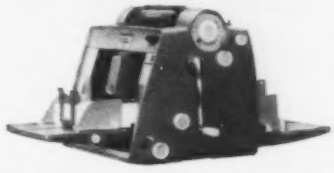

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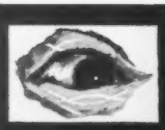

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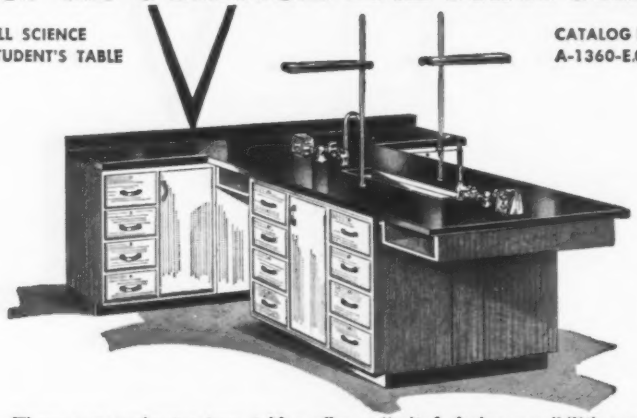

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Calendar (continued)

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19–22, National Catholic Educational Assn. At Chicago. 1785 Massachusetts Ave. NW, Washington 6, D.C. Theme: "Emphasis on Excellence."

19–23, Council for Exceptional Children. At Los Angeles, Calif. Ex. sec.: H. Z. Wooden, 901 S. Walter Reed Dr., Arlington, Va.

20–23, Educational Film Library Assn. At New York City. Ad. dir.: Emily S. Jones, 250 W. 57 St., N.Y. 19. Theme: "Film Festival."

24–27, National School Boards Assn. At Chicago. Ex. dir.: W. A. Shannon 1940 Sheridan Rd., Evanston, Ill.

24–27, Assn. of College Unions. At Indiana University, Bloomington, Ind. Ex. sec.: Edgar A. Whiting, Willard Strait Hall, Cornell University, Ithaca, N.Y.

24–28, American Assn. for Health, Physical Education and Recreation. At Miami Beach, Fla. Ex. sec.: Carl A. Troester, Jr., 1201 16 St. NW, Washington 6, D.C. Theme: "Forging Forces for Fitness."

27–30, American College Health Assn. At Toronto, Canada. Ex. sec.: Dr. Norman S. Moore, Gannett Clinic, Ithaca, N.Y.

MAY

2–6, American Society of Training Directors. At St. Louis, Mo. General chairman: John Monaghan, Training Consultant, Bemis Bros. Mfg. Co., 408 Pine St., St. Louis, Mo.

2–4, National Assn. of Educational Buyers. At Pittsburgh, Pa. Ex. sec.: Bert C. Ahrens, 1461 Franklin Ave., Garden City, N. Y.

4–7, Institute for Education by Radio-Television, 1960. At Ohio State University, Columbus, Ohio.

6–7, International Reading Assn. At New York City. Ex. sec.: James M. McCallister, 5835 Kimbark Ave., Chicago 37, Ill.

22–25, National Congress of Parents & Teachers. At Philadelphia, Pa. Administrative Asst. to the Pres., Mary A. Ferre, 700 N. Rush St., Chicago 11, Ill.

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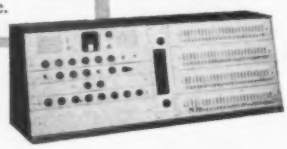

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ECONOMIC

expect these changes in education during the 1960's

A STUDY OF education over the last several years would lead to certain expectations for the decade we are now entering. Here are nine changes we can expect the 60's to bring about.

Education will increase greatly in amount

The easiest prediction that one could make for the 1960's is that education will show great expansion. Overall economic growth has been probably around 3½ percent a year in recent years and it may go as high as 4½ percent a year during the 1960's. There seems little doubt that education will grow at a rate far beyond this. The lower estimates on education are that it will at least double during the coming decade, with the strong probability that it will increase greatly above this amount.

Education will become much more diverse

One of the reasons that education will increase greatly in amount is that many kinds of education will continue to develop and expand. Education beyond the normal college age will increase greatly. Industry will continue to expand its extremely large educational program. Research will continue to expand its already very broad base. Formal education will expand. Industrial education will expand. The education provided by groups and organizations will expand. Education for the individual going on with his own education will expand. By the end of the decade each of these will be recognized as a great system of education.

Education will become less uniform

There will be much less of a standard pattern of obtaining one's education. The tendency for many boys and girls to marry early will doubtless continue. In many cases this may break the pattern of full-time education, but it will greatly expand part-time education. There will probably be much more of a tendency for people to go back to school after they have begun working.

Each part of education will become more varied

Schooling itself will become much more varied. Far greater differences will be provided for in each of the educational systems. The very able student will not be held back to the average and the very slow learning student will be able to move at his normal rate. Many technical developments will make this a feasible thing to do within the regular school system as well as in other major systems.

SCENE

Knowledge will expand enormously

Some authorities are estimating that some of the big fields of knowledge, such as chemistry, will more than double in a decade. The tenfold increase in resources devoted to research during the past two decades will begin to affect the amount of knowledge available in a major way before the end of the decade.

New ways of recording knowledge

The old ways of recording knowledge will not be adequate by the end of the decade. For some time it has been evident that the traditional ways of printing material and putting that printed material into libraries is an extremely awkward method of recording and storing knowledge.

New ways of making knowledge available

New ways of recording knowledge and making it available will expand greatly during the decade. Many authorities now estimate that much of the research now carried on would be unnecessary if the person conducting the research could find an up-to-date way of obtaining the results of others who had carried on research in the field.

Increase in speed of handling information

There will be a great increase in the speed with which certain kinds of knowledge can be found and recorded. One of the great research organizations of the country recently announced that it was able to move information at the rate of 30 million words a second. Someone pointed out that this would enable one to move all the information in a large newspaper during an entire year in two seconds. If the problem of finding information can be dealt with equally well it will amount to one of the great changes of recent times.

Speed of change

There is a widespread opinion that the decade of 1960 will show the greatest change of any decade in history. This is because of the great expansion in education and especially because of the continued expansion in research. There is a general opinion that the decade of the 60's will show far greater change in more fields than any other decade in history. At least it is already clear that the changes in education are going to be very large during the coming decade. —*Harold F. Clark*

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by Benedict Burr

The Old Shell Game, or Money Alone Won't Do It

EDUCATION IS a local, state and national concern, nearly everyone agrees. But Mr. Eisenhower seems to feel that the nation's chief concern should be to give the states a chance to grow strong by paying the costs of education. Mr. Rockefeller, along with lots of other governors and state legislatures, says that the state's got to be careful not to weaken local pride and responsibility. And the local people just say: "We're broke!"

Everyone knows the local people aren't plain broke. Clever state governments figure that all that's needed is to let the local people have power to raise money by gadget taxes—like taxes on telephones and taxis. Then, of course, it works even better if the localities don't use those powers. The state's conscience is clear and nobody's hurt, unless it's the kids.

School people should be thankful, though. Things are getting better. Only a little while ago the chief state reaction to school money problems was to clamp ceilings on local tax levies and nice tight limits on borrowing power, because anybody knew that school boards just couldn't be trusted. In some places like Kentucky a few years ago they had an ideal solution. After setting tight constitutional limitations to make sure that no growing school district could build enough school rooms, they let a group of public spirited financiers sell bonds and build schools, collecting annual rental. Of course, higher interest rates on that kind of bond added 20 percent to 30 percent to the annual costs of the district, but you can't have everything. At least it was businesslike.

This apparent passing of the buck from local to state to national taxing agencies and back again may look like the old shell game. Just because there are three shells and not many school people have yet seen the pea, we probably shouldn't feel cheated. All we need to do is get the President, the governor, and the school board to lift up all three shells at once. If the pea we're looking for is money, there's one under each shell. If it's willingness to spend, "money alone won't improve our schools." That's a lovely phrase. It has a kind of deep clear ring about it that makes it sound sort of Franklin-ish. It rises above partisan clamor and sounds more like "A penny saved is a penny earned" or some other great truth felt all the way down to the tips of your toes.

It'd take a real brave guy (maybe even a subversive) to ask if anybody's ever tried money to see if it's true. We wouldn't dare because we remember the $27 wastebasket in a Boston mayor's office.

We've heard of New York City's Board of Education providing resources in saturation for certain troublesome schools, but that doesn't take money alone. Just lots of ideas, lots of courage, lots of dedicated and skilled people, and lots of money! We've even thought how horrible it might be if that New York scheme seemed to work! All those people who are now baying after the Board for wasting about 1 percent of its building budget on beauty with murals and mosaics and other silly business, or for thinking that just because there's lots of children they've got to have lots of schools—well, anyway, think how they'd swarm in on this new notion!

"Money alone won't do it" gets shortened to "Money's not needed" mighty fast, and the boys who wrote the Rockefeller Brothers Fund Report would have an awful few minutes of righteous wrath at this new twist to their slogan. Some of them might even stay mad. But probably they'd adjust to it in time. Everyone knows that there aren't and can't ever be enough good teachers, and money alone won't make them better. So why spend money? Especially your own money—or stockholders' money or the American people's money held in trust by the great foundations.

Education is everyone's concern—and it's more than the old saw that what's everybody's business is nobody's. "Money alone" won't make good schools, and old Benedict's not going to stick *his* neck out to ask what substitute's been found to hire the people, to give them places to work, and to equip them with good tools.

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"About 1926, we purchased four Kewaunee student center tables. After 20 years service, they were moved in 1946 to some Army Surplus barracks which we then used for laboratories. We recently moved these desks a second time into our new building and have somewhat regretfully covered up the Oak grain with an alkyd enamel. As our enrollment grows, we expect them to serve another generation or so of students. They are still very respectable looking and completely serviceable."

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LATE NEWS INSERT

For more complete coverage, see pages 101–108.

FEDERAL AID IMPASSE? There's no lack of support in Congress this year for some form of federal aid to education, but sharp conflicts over just what that form should finally take are seriously impeding passage of any legislation.

Although Speaker Sam Rayburn said he thought the House would act on federal aid to education at this session, other legislative observers are equally convinced that nothing final will be accomplished.

At the core of the controversy is the wide gap separating House and Senate views on what type of federal aid is most needed.

Last month the Senate overrode Administration objections to pass a 2-year, $1.8 billion measure for teacher salaries and building construction. Shortly before final passage, the Senate rejected the Administration program calling for federal payments over the next 30 years to help pay principle and interest on $3 billion worth of bonds issued by needy school districts for construction.

The Senate bill was a sharp defeat for President Eisenhower who for two years has opposed any big school grant bill. Republican leaders believe any such bill will receive a Presidential veto, particularly if it contains any provisions for teacher salaries.

The Senate bill would channel funds to the states through state education agencies. States and local districts would decide how much could be spent for teacher salaries and how much for construction. There would be no matching requirement in the first year, but in the second year the states would have to put up, on the average, one dollar for each four of federal money. This would vary widely depending on the wealth of the state.

The House, meanwhile, remains bitterly opposed to any federal funds for teacher salaries and would also curtail the amount set aside for construction. Along these lines a school-aid bill limited to grants for construction has been tentatively approved by a House sub-committee. The measure calls for annual federal grants of $325 million for three years. No matching would be required in the first two years, but states would be required to match federal grants on a 50-50 basis in the third year.

* * *

COOPERATION: Eight American universities have announced a cooperative program that revives the tradition of the "wandering scholar."

Under the program the participating schools will pool their faculty and research facilities for students of Italian literature. Candidates will work, for one year each, at any three of the participating universities they select.

The schools are the University of Chicago, Cornell University, Indiana University, the University of Michigan, Northwestern University, the University of Pennsylvania, Syracuse University and Tulane University.

Originator of the plan, Bernard Weinberg, professor and chairman of the department of romance languages and literatures at the University of Chicago, said that great cultural activity in post-war Italy has stimulated widespread interest in Italian literature, but that research and teaching facilities have not kept up with these advances.

"The distinguished professors of Italian languages and literature are scattered throughout the country today," Weinberg says. "The situation is much the same as it was centuries ago when European students would have to roam from one university to another to complete their education in certain studies. Our program will make it possible for students to come in contact with the best minds in the field."

* * *

EMPHASIS ON RESEARCH: The Council for Research in Education, an organization which will seek and administer funds for educational research, has just been formed, according to an announcement from the National Education Association. Delegates from 21 national organizations participated in organizing the new group.

Kenneth E. Anderson, dean of the school of education at the University of Kansas, was elected chairman. The Council will not do research itself, but may publish reports of research, especially in instances where it obtains the necessary financial support.

* * *

DESEGREGATION EDGES AHEAD: Desegregated school districts increased slightly in the past nine months, despite a sharp decline in the total number of school districts because of consolidations, reports *Southern School News* in its current issue.

Districts with desegregated schools increased from 734 to 748 during the period. Consolidations cut the number of school districts in the 17 states and the District of Columbia from 7,874 last May to 6,973 in January of this year.

Of the almost 13 million students enrolled in public schools in the region, 2.5 million whites and a half million Negroes are in integrated situations. This does not mean that this number of pupils attend integrated schools, but means that their school districts have desegregation policies in practice or principle.

Latest district to desegregate was Floyd County in southwest Virginia. Two previously all-white schools there admitted a total of 13 Negroes in the last week of January.

Alexandria, Va., which already had three integrated schools, accepted five Negroes at a fourth all-white school Feb. 1.

* * *

COMPETE FOR SCIENCE AWARDS: Forty high school seniors, picked from a field of over 29,000 as the "nation's most promising future scientists," have been named winners in the 19th annual Science Talent Search. Nine girls and 31 boys have been awarded all-expense trips to Washington where they will compete for $34,250 in Westinghouse scholarships and awards during a 5-day Science Talent Institute beginning March 3.

Top honors will be announced at the conclusion of the Institute, with the student chosen as the most promising scientist receiving a 4-year $7,500 Westinghouse science scholarship. Four other scholarships ranging from $6,000 to $3,000 will be awarded along with $250 awards to each of the other winners.

Begun in 1942, the Science Talent Search is conducted by Science Service through its Science Clubs of America. The Westinghouse Electric Corporation makes the Search financially possible as a contribution to the advancement of science in America.

* * *

NDE ACT SPENDING: A request for $171 million for all the programs under the National Defense Education Act for fiscal 1961 was included in the budget message that President Eisenhower submitted to Congress. This amount is $64,750,000 less than the $235,750,000 originally authorized by Congress in 1958 and represents a little more than 72 percent of the authorized amount.

Appropriations for the three fiscal years the Act has been in effect, if the 1961 request of the President is followed by Congress, will be $193,350,000 or about 30 percent less than the authority voted by Congress in 1958.

* * *

MORE COOPERATION: An engineering professional society has joined with a foundation and a major university in a new attack on the problem of teaching modern science to American high school students.

The New York Section of the American Institute of Mining, Metallurgical and Petroleum Engineers has granted funds to bring a selected group of high school teachers into the Science Honors Program which Columbia University's school of engineering has been offering to hundreds of gifted high school students every Saturday for the past year and a half.

The first five teaching fellows will join Columbia faculty members in the laboratories on Morningside Heights where the students are carrying out research projects of their own design.

The Science Honors Programs consists of a group of lectures by scientists from the Columbia faculties, visits to famous research laboratories, supervised individual and group projects, informal faculty club luncheons at which high school students meet noted men in the fields they hope to enter, and guidance sessions at which experts advise on students' educational and scientific futures.

* * *

NEEDED IMPROVEMENTS: Four recommendations for improving the nation's public schools were recently released by the Committee for Economic Development, a research organization of 200 business executives and scholars who work together studying national and international economic problems in an effort to increase employment and promote stable economic growth.

They proposed:

- Mandatory action by the state governments in most states, including almost all the most populous, to bring about "immediate reorganization of small school districts into effective units of local government." The policy statement recommended that the present 45,000 districts be consolidated into something less than 10,000 school systems and that 2,000 students in a school system was the minimum number at which a "complete school program" could be conducted. It added that "substantial educational advantages continue to accrue until a school system has perhaps 25,000 students."
- The state governments should assume a larger share of the financial burden of schools now borne by local districts, and state funds should be distributed through foundation programs. "Local school districts are almost entirely limited to the property tax as a source of finance. If these districts were to continue to carry their present share of school costs, as those costs rise they would have to levy property taxes at rates which, if not impossible, would be difficult to impose and inequitable."
- Financial grants of about $600 million annually should be made by the Federal Government "to support schools in those states where income per public school child is substantially below the national average."

"The clear and present need is for federal financial assistance to the states which have extremely low personal incomes relative to the number of school children." The report then named 11 states which fell below a floor of 80 percent of the national average, based on current expenditure per pupil in average daily attendance.

The 11 states (Maine being the only non-South state) enroll more than one-fifth of the nation's public school children.

- Better local, state and federal organizations of citizens who appreciate the needs for improving our schools. "These reforms will not just happen. They will have to be brought about by the efforts of citizens who want better schools."

* * *

STIMULATE PH.D.'S: Early this month, the names of 1,200 college seniors who have won Woodrow Wilson National Fellowships will be announced by the Foundation, located in Princeton, N. J. Fellowships, worth $1,500 plus dependency allowances and tuition and fees, are given annually to top-ranking students in the United States and Canada for graduate studies primarily in the humanities and social sciences.

The project operates under a $25 million, 5-year grant from the Ford Foundation and was established to

ease a crucial shortage of college teachers, according to Hans Rosenhaupt, director of the Fellowship Foundation.

It is hoped that by awarding fellowships for the first year of graduate study, "men and women of promise" will be attracted to the academic profession, Rosenhaupt said.

Winners announced this month, to start their work in September, will be the third batch of Fellowship recipients working for their degrees, upping the total to approximately 3,000 students. Rosenhaupt predicts a shortage of 30,000 college teachers a year for the next decade and believes the program is helping to fill this need. This year, about 8,000 "highly qualified" college seniors were nominated for fellowships and Rosenhaupt estimated that about 80 percent of these, whether or not they are subsequently elected, will attend graduate schools, and that a majority of them will embark upon a teaching career.

In a second phase of the program, graduate schools of 75 universities received nearly $2 million in grants to be used during the current academic year to assist advanced students and "to strengthen graduate programs in general." The funds are given in the form of a subsidy of $2,000 for each Wilson Fellow currently enrolled in the respective graduate schools. Three-quarters of each grant is to be used "for assisting beyond their first year any students genuinely interested in a teaching career, whether or not they earlier received Wilson Fellowships." The remaining quarter is "to be available at the discretion of the institution, for strengthening its graduate programs."

* * *

POTPOURRI: A graduate program in astronautics is now being offered at Rennselaer Polytechnic Institute. The program is designed to provide the basic background needed to do development and research work in space engineering and science, with particular reference to the design and operation of space vehicles. . . . The nation's colleges and universities will have to spend $16 million for new classroom, laboratory and dormitory facilities in the next ten years just to provide a "bare minimum" of facilities for higher education, the U. S. Office of Education has reported. The $16 million outlay would amount to an austerity program to meet only the requirements of increasing enrollments. There is actually "ample justification" for a $33 million college construction program, the USOE adds. . . . The fourth semester of televised instructional programs for Chicago area elementary teachers got underway last month with high praise from Supt. Benjamin C. Willis. "Science in Our World," presented Monday through Friday at 8:15 a.m., is devoted to improving instruction in science in the elementary grades. Previous series have been devoted to improving instruction in reading, arithmetic, and social science. Teachers watch the programs on television receivers installed in Chicago area schools. . . . $79.4 million has been made available to elementary and secondary schools in 52 states and territories to improve teaching of science, mathematics and modern languages under the provisions of the National Defense Education Act, according to Commissioner of Education Lawrence G. Derthick. State and local systems have indicated they expect to commit $91.6 million of federal funds for this purpose before the close of the 1960 fiscal year on June 30. This figure is still short of the $102 million appropriated by Congress for the program in the 1959 and 1960 fiscal years.

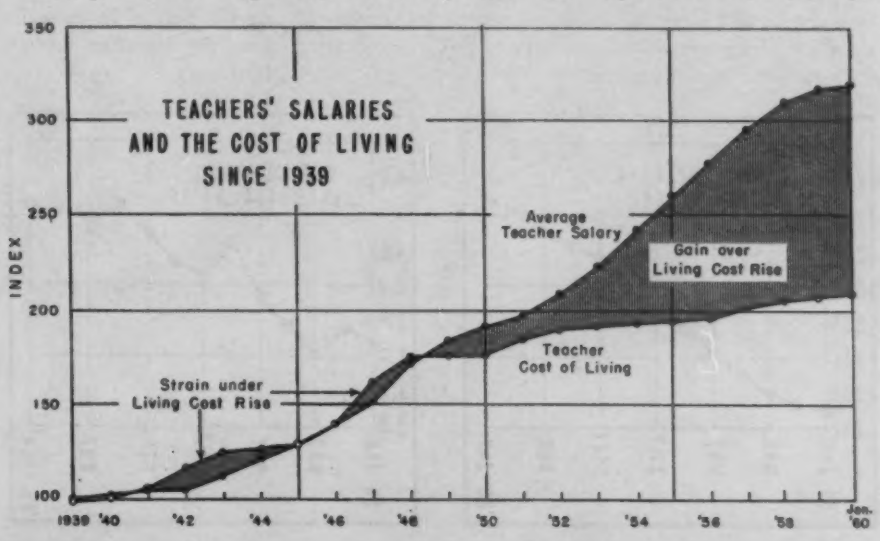
* * *

INDEX OF SCHOOL BUILDINGS, BONDS AND TEACHERS' SALARIES

By March most institutions are putting their budget for the coming year into final form. Therefore, in this issue of OVERVIEW, Harold F. Clark expands his coverage of the building costs, bond prices and teachers' salaries picture:

* * *

TEACHERS' SALARIES: Final decisions on next year's salaries are now being made by educational executives, A question that always arises is what, if any,



The January index for average salaries of teachers stood at 324.4; the cost of living index was 208.4.

overall increases shall be provided. In most cases an immediate practical answer will be determined by the amount of money available. But there are other factors that should be considered in the effort to decide how much money *should* be made available.

For 20 years now, the almost constant rise in prices has been a factor which has greatly affected the amount of money needed. It would be reasonable to say that ever since 1940 we have lived in a period of inflation—either slow or rapid. During these two decades prices have more than doubled. If one is inclined to push the matter back 30 years before that, he would find that prices had approximately doubled again. So from one standpoint we might say we have been living in a world beset by inflation through most of the past half century. There have been periods, of course, of price decline, but the general trend has been upward.

A few months ago some thought we were about at the end of the road of inflation for a substantial period. Now this position has been changed and there is a nearly unanimous opinion that this year will show further inflation. As would be expected there is disagreement on the probable amount of inflation. There is widespread expectation, however, that it may be as much as 2 percent.

The amount of inflation that shows up in official figures will be affected to a substantial degree by what happens to agricultural prices. For the past few years the amount of inflation has been covered up in part by a drop in agricultural prices. Last year, for instance, agricultural prices showed a substantial drop. When this was averaged in with other prices it substantially reduced the total reported rise in prices. Sooner or later we must reach the end of the road in falling agricultural prices. If prices of other products are to be raised year after year, the farmers will insist that some method, regardless of how drastic, must be found to continue to raise their prices.

If the above estimates are correct, teachers' salaries would have to be raised approximately 2 percent just to maintain the present purchasing power. Increases of this order mean that every two or three years a minimum increase of 5 percent will be necessary to hold salaries at current levels of real income.

What happens in other wages and salaries in general has great effect upon what must be done with school salaries. Before the steel strike many people hoped that wage increases could be held to a minimum during the current year and perhaps the price rise definitely stopped. Now the opinion is that many other wages will be increased by 1½ percent to 2½ or 3 percent. Steady increases in wages in other fields make it almost essential that some equivalent increase take place in teachers' salaries.

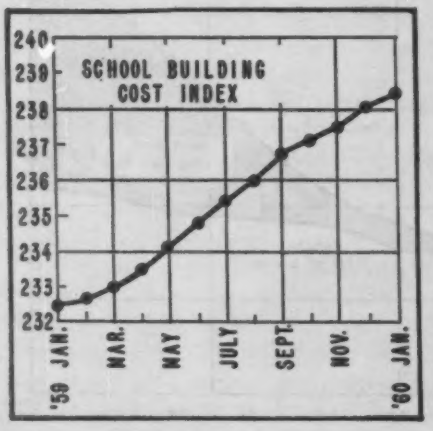
It looks as though there will be a substantial price rise this year, with salaries and wages in for a generally good increase. The comparative situation in teaching is none too good at the present time. School officials can hardly afford to let it get worse.

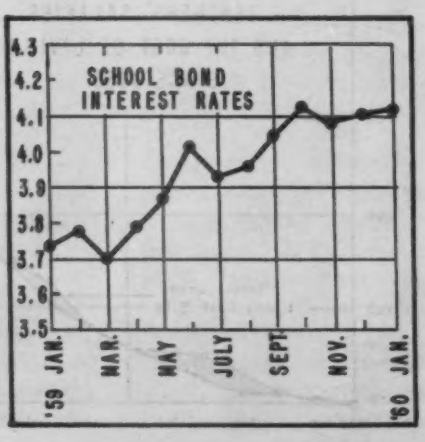
* * *

SCHOOL BONDS AND INTEREST RATES: School bond interest rates continue to rise along with other interest rates. Some short-term United States Government bills and notes have approached an all-time record high in recent weeks. Yields of some short-term bills have gone as high as 5.36 percent. Any such yield as this on U. S. Government issues takes us back to the end of the first world war. Such yields have been extremely rare for many decades. With yields on U. S. Government issues this high, one can expect many high-grade commercial bond issues to be around the 6 percent level. Mortgages have been running as high as 7 and 8 percent. Many banks are charging their biggest and best customers as much as 5 percent and more. In situations such as this, it is inevitable that school bond interest rates are going to stay high. The average interest rate on school bonds sold in January was 4.13 percent.

The volume of school building is apparently being affected by these high interest rates. There is widespread opinion that the overall total of all building will increase during the year 1960 to a new all-time record. It is not yet clear, however, whether school construction will also reach a new record high.

There is a widespread belief that interest rates will not decline much until there is some lessening of demand on the part of business for loans. This may not occur until there is some substantial decline in the amount of business.





The January index of school building costs stood at 238.4; the index of school bond interest rates was 4.13.

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CLOSE-UPS

personalities

behind the headlines

John E. Ivey, Jr.

Communications specialist.

EDUCATION IS ON the brink of sweeping changes today which may solve some of the manifold problems plaguing schoolmen, and in doing so, may also transform the whole appearance of education as we have come to see it. Working towards this goal are two new education organizations headed by a soft-spoken but determined young man.

The man: 41-year-old John Ivey, who resigned as executive vice president of New York University last September. As president of both the Midwest Council on Airborne Television and the Learning Resources Institute, Ivey shoulders much of the responsibility for formulating and carrying out the objectives of these two groups.

Ivey is well equipped for the task. He is imbued with a missionary zeal for the need to find new ways of creating the highest quality of education at the lowest possible cost. "Television and other new tools, along with new methods not yet discovered, are all ways to improve the quality of education at costs that will help us meet the rising enrollments with some reasonable expectation of success," he believes.

He's equally convinced that the key to accomplishing this lies in realization of the fact that students can do a lot more learning by themselves and don't have to be surveyed and managed by teachers in all their activities, as they have been up to now. There are some things a student can learn just as well in a large group as in a small one, he contends. The sooner these areas are determined, the sooner teachers will be free to give more of their time to smaller groups where they are needed.

Ivey feels that critics of educational television are worried because they fear a mechanization of teaching. To Ivey this is not realistic. "Education should have available the best technology that science can produce. There is no reason why teachers should have to depend upon a piece of chalk for communication."

This pioneering type of work is not new to Ivey. After receiving his bachelor of science degree from Alabama Polytechnic Institute in 1940 and his Ph.D. from the University of North Carolina in 1943, he remained associated with the University until 1948—as a professor of sociology, as research professor of the Institute for Research in Social Science, and as chief of the Division of Research Interpretation. In this latter job, he did research in mass communication which led to his present interest in combining the best means of modern communication with the newest discoveries in learning theory.

Lewis E. Harris

WHEN LEADERS of the National School Boards Association and the American Association of School Administrators were looking for a di-

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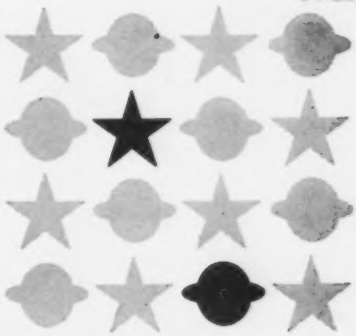

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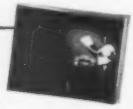

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Close-ups (continued)

Heads school evaluation project.

rector for the Joint Project on Procedures in Self-Evaluation, they specified an educator with experience in many areas, a professional knowledge of school administration and wide experience in the field of research. They found all these qualities and more in the executive secretary of the Ohio School Boards Association, Lew Harris.

Harris's phenomenal success as executive secretary alone makes an outstanding record. Within six months after the Association was formed, he gave impetus to the development of an annual convention which, from its inception, has been one of the outstanding lay and professional conferences on education in the nation.

As a school leader, Harris has demonstrated an unfailing interest and a willingness to work in any sound attempt to better public schools. He was chosen to be secretary of Ohio's State House Conference on Education, a gathering of 4,000 lay people from throughout the state to study Ohio schools' needs. The interest stimulated by the Conference was felt by Ohio legislators during the recent legislative session and largely accounted for the exceptional number of candidates for school board elections. Last year the Association in close cooperation with the Ohio Association of School Administrators inaugurated the School Management Institute, the first at-

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Close-ups (continued)

tempt in the nation to bring the proven concepts of industry management to the school field for study and possible adaptation.

Harris went to Ohio in 1951 to serve as associate director of the School-Community Development Study, a research project financed by the Kellogg Foundation and aimed at improving the preparation program for school administrators. As part of his work with the Kellogg Study in Ohio, he participated in many community studies and worked with boards of education and administrators on school-wide curriculum analyses. In the past few years, he has coordinated the research projects of the Ohio School Boards Association which are sponsored in cooperation with the education colleges of Ohio's many universities.

The executive secretary's views on education are no secret to the readers of the Association's monthly publication. One-time newspaper publisher Harris carries on the free press tradition in the Ohio education field by championing and challenging as he sees the issues.

Wendell H. Pierce

AT THE comparatively young age of 47, Wendell H. Pierce, superintendent of Cincinnati's public schools, has put 27 years into public education, 21 of them devoted to the southwestern Ohio school system.

His rise in the education profession has been swift and sure: from high school teacher and counselor to assistant principal to director of research and personnel to assistant superintendent, and finally, to superintendent. Watching him at work for two decades, the Queen City community has liked what it has seen. "A born executive" is the label pinned on him by his associates.

Over the years, since he acquired his B.A. in education from Iowa State Teachers College in 1933 and his M.A. in education from Columbia University in 1938, Pierce has become recognized nationally as a leader in the development of personnel policies and appraisal systems for

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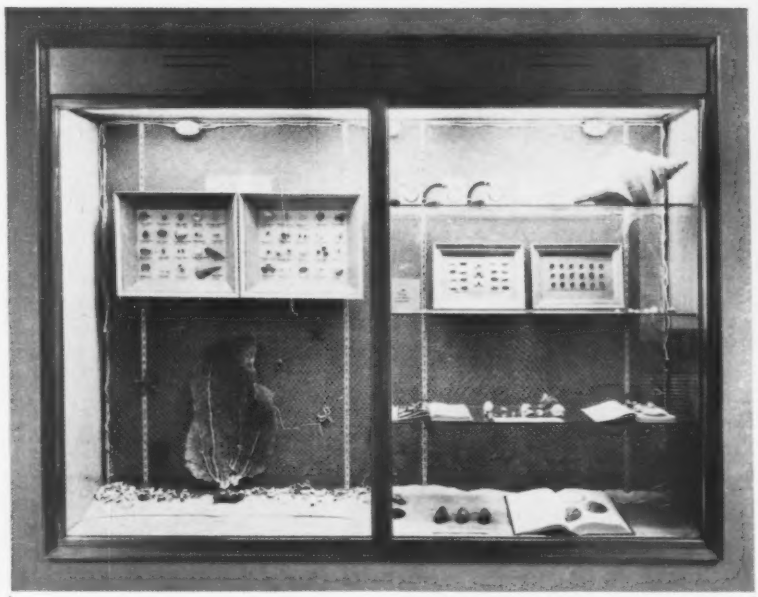

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"A born executive" also heads a large family organization.

large city school organizations.

His professional stature is reflected in the fact that he is currently national president of the American Association of Examiners and Administrators of Educational Personnel, a group which includes directors of personnel in America's large cities. Pierce also served as chairman of the Commission on Teacher Education and Professional Standards of the Ohio Education Association. As such, he was responsible for the development and publication of two valuable volumes in the area of school personnel policies.

In 1957, Pierce participated in the annual conference of the National Commission on Teacher Education and Professional Standards, co-authoring the conference report, "Personnel Policies for Schools of the Future."

In Cincinnati, a well-established "full-fledged development program which covers more than 2,800 teachers and administrators, as well as more than 1,500 non-certified employees," testifies to Pierce's skill in the field of personnel policies and appraisal systems.

Organization begins in the home with Pierce. He and his wife are parents of seven daughters. Drawing upon family experience, Pierce sagely observes: "Organization is the secret of a large family; otherwise, one would have complete bedlam."

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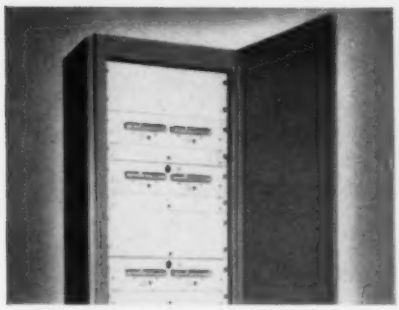
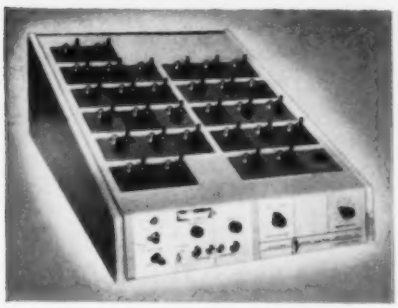
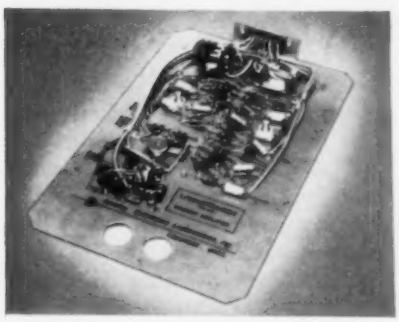


The Remote Control Cabinet (top half shown) contains all electronics and tape recorders that are normally placed at each student position.



The Teacher's Console contains controls for tape recorders, channel selection, monitoring, and for making master tapes.



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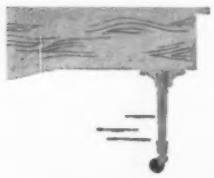
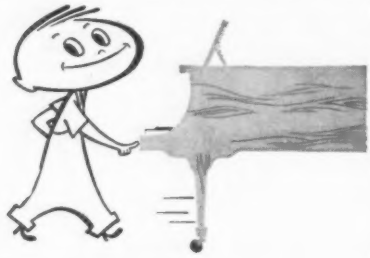


TEACHING

MATERIALS



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Admissions officers oppose coaching for college boards

ROSLYN, N. Y.—In these days of increasing competition for college admissions, boards of education and secondary school administrators are frequently asked by anxious parents to do something specific about preparing high school students for the Scholastic Aptitude Tests of the College Entrance Examination Board. Suggestions range from practice-taking of standardized tests to full-time courses designed to help students attain higher scores and improve their competitive positions.

Should these suggestions be followed? Should public school systems install coaching programs designed to "beat" the College Board Tests?

Concerned over the growing number of attempts in public schools to help students achieve higher scores, the College Board sponsored three studies on the effectiveness of special coaching. Their overall finding: "Coached students do make small gains, but these are generally not large enough to give the students a substantial or unfair advantage over other students." Despite the scientific care with which the studies were conducted and the logic of the conclusions, interest in coaching courses persists.

In Roslyn, New York, this interest led to additional investigation into the desirability of installing coach courses in the local high school. Accordingly, letters and questionnaires were sent to 184 colleges and universities listed in the *The College Handbook, 1957–8,* published by the CEEB, to ascertain the reactions of admissions officers to special coaching for College Board tests. One hundred sixty-three, or 88 percent, replied; a tabulation of their responses follows:

Question	*Yes*	*No*
1. Are you in favor of coaching courses for College Board Tests?	4	150
2. Do you have a preference for students who have taken such coaching courses?	1	154
3. Do you have evidence indicating that students who have taken coaching courses do actually score higher?	10	146
4. Do students who have taken coaching courses achieve more success in college?	1	93
5. Do you feel that students who have *not* taken coaching courses are at a disadvantage?	6	145

The overwhelming majority of the responses unreservedly rejected the idea of setting up coaching courses to prepare students for the College Board tests. Even the small number of "yes" responses were qualified, with comments such as, "Yes, if the coaching course is, in effect, a *review* of high school material; no, if the coaching course is actually cramming for the CEEB tests," and "Yes, if it is not merely 'coaching,' but a compressed course in vocabulary and high school work."

The consensus of college admissions officers is that coaching is ineffective and often harmful. A num-

By William Rosengarten, Jr., Director of Special Services for the Roslyn, New York Public Schools.

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OV-228

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Oppose Coaching (continued)

ber of responses expressed concern about the occasional student who might be admitted on the basis of artificially high scores which conceal or disguise his true ability. Failure, they feel, is almost inevitable for students who are admitted to colleges beyond their capacity.

Many responses indicated a belief that students who take coaching courses are really at a disadvantage. The time they spend on coaching courses would be better spent on their regular high school program. The resultant gain would be true preparation for college rather than time taken away from regular studies for something which can result in no lasting benefits.

A large number of admissions officers feel that coaching is morally wrong. Two said that they would hold coaching against the applicant *and his school!* Others stated that coaching distorts the purpose of entrance examinations and only creates undue pressures on students who may panic and score even lower than they should. A sampling of such comments follows:

"This (coaching) is contrary to their (CEEB Tests) purpose and is considered unethical."

"If we knew a candidate had been coached, we would disqualify him."

"I would penalize such applicants for their stupidity if I didn't believe that their wasted time automatically took care of the penalty."

"We tend to 'think down' the scores of students who have taken coaching courses."

"We want candidates who take tests as a natural part of learning."

"We are interested in young men who will think their way through college rather than just remember their way in."

"It is no service to the student to have him admitted to a college beyond his ability."

Many more comments like these could be quoted. College admissions officers believe that coaching is not only ineffective but is also harmful and immoral, and that the practice of coaching definitely should be discouraged.

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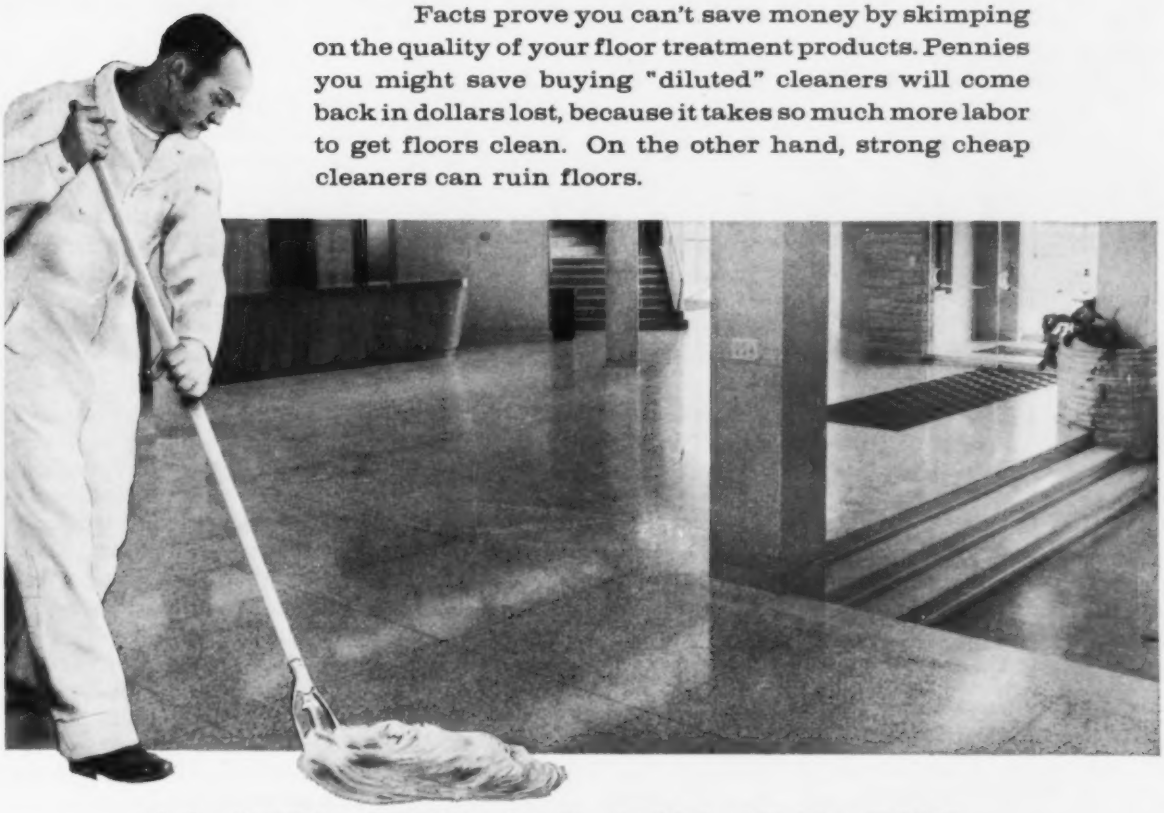

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assessing school quality

THE SYSTEMATIC measurement of school quality has long been a goal of many educators, a goal that has been only partially realized. The difficulty of measuring quality is compounded by the complexity of the educational process. Is a high quality school one that turns out academically skilled graduates who are adequately prepared for further education? If so, is a school that turns out people who are preparing for an occupation immediately after graduation one of low quality?

Obviously, the measure of a school's quality involves more than a measure of the academic ability of its students. It would seem that a school system in a community of low potential for college attendance could be equally effective in achieving its purposes as a school in a high-potential community.

In an effort to measure the effectiveness of several schools in relation to their potential, the New York State Education Department is conducting a research study, part of which has been recently reported in "The Assessment of School Quality." The report was prepared by Samuel M. Goodman, director of the Quality Measurement Project, The State Education Department in Albany. The study, which has been in process for 3 years, is being partially financed by the United States Office of Education with a grant of $117,000.

The laboratory for the study consists of 98 New York State school systems varying widely in per-pupil expenditures, enrollments, geography and per-pupil wealth. During the first year of the study, measures were obtained for pupils in grades 4, 7 and 10. Further steps in the study will include pupils in grades 5, 8 and 11 to provide longitudinal data.

The potential of each school system was measured by three criteria: a socio-economic index based on fathers' occupations using the Edwards Scale; a socio-economic index for each pupil; and the Lorge-Thorndike Intelligence Tests Series (verbal).

Quality was measured by: standardized achievement tests (Iowa Tests of Basic Skills and the Iowa Tests of Educational Development); and attitude-toward-subject-matter inventory based on Osgood's Semantic Differentials; a pessimism-tolerance scale to assess pupils' feelings about adults and about life in general; *The Growing Edge*, developed by Mort, Vincent and Newell, to determine differences in educational practices; and a teacher characteristic schedule.

Results of the study so far reported may be summarized under the headings Institutional Potential, Pupil Potential, Expectation, School Expenditure, and Teaching Practices.

The participating school systems were classified into 10 groups, each containing systems of similar potential based on community type and socio-economic level, and average achievement scores were obtained for pupils in grades 4, 7 and 10. Substantial differences were found in pupil achievement among school sys-

tems of similar potential. Average scores for systems of similar potential ranged more than two grade-equivalents apart at grade 10.

Pupils were classified into high-, average-, and low-potential on the factors of IQ and socio-economic level. "Regardless of whether socio-economic index or IQ was used for estimating the educative potential of pupils, the individual system tended to be unevenly effective with the different types of pupils. . . . Particularly in the secondary grades, systems that ranked high on the mean performance of their high-potential pupils . . . tended not to rank equally high on the mean performance of their average-potential or low-potential pupils."

Effectiveness of the school systems was also estimated by predicting outcome from system potential. Regression equations were used to determine the degree to which each system achieved, exceeded, or undershot expectancy. It was found that schools serving "the most highly-favored communities tended to exceed expectancy," and that "systems sharing the lowest socio-economic setting did not do much better than the expectancy set for them." The report states that "this finding suggests that in systems serving the more favored communities certain motivational factors . . . are operative that stimulate these systems to outdo themselves, so to speak." Rural systems were found, in general, to fall below expectancy.

A positive correlation of .51 was found between per-pupil expenditure

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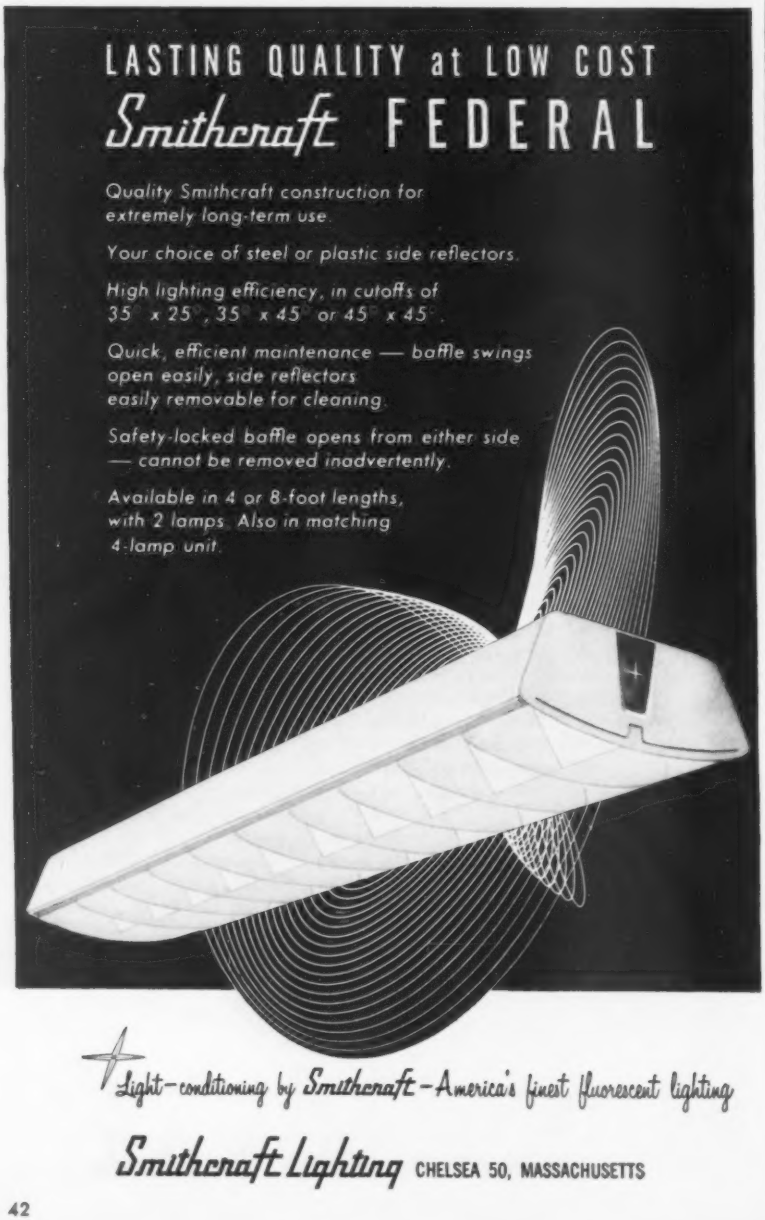
for instructional purposes and composite achievement score at grade 7. When socio-economic status was held constant, the correlation remained "significantly positive" at .37.

When expenditure was compared with achievement of pupils of high, average and low socio-economic status, the correlations were .32, .04 and – .18 respectively. "Thus it seems that school systems tend to use additional financial resources for the benefit of the pupils of higher socio-economic status perhaps at the expense, educationally, of the pupils of lesser socio-economic circumstances."

Positive correlations were found between *The Growing Edge* scores and both composite achievement scores and expectancy when socio-economic status is the predictor.

In systems of similar potential, the system with a teaching staff that is "more ingenious and more systematic in developing learning enterprises will tend to produce lower scores on measures of outcomes in the skills. The problem for future research is to develop measures of outcomes so as to secure more complete assessments of quality than are provided by achievement tests alone."

OV-232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rigidity and creativity

THE RELATIONSHIP between rigidity and creative ability in gifted fifth graders was examined by C. Gratton Kemp, instructor, Department of Communication Skills, Michigan State University. The study is reported in the university's College of Education Quarterly of Fall, 1959, under the title "A Study of Rigidity in Gifted Children."

The theoretical framework of the study considered the effect of traditional teacher-imposed activities in the classroom in contributing to conformity. This conformity does not provide the student "the opportunity to use his ability to analyze, synthesize and evaluate when he is confronted with problems demanding redefinition and restructuring."

It was hypothesized that a creative, flexible, and functional approach to problems would be developed, and rigid patterns of thinking reduced, by (a) removing "all means, either open or subtle, imposed upon the students to ensure accomplishment of assigned tasks" and (b) providing "opportunity and understanding, which makes possible the student's use of and reliance upon inner motivation toward self-realization."

Sixty fifth-grade students with IQ's of 120 and above were placed in three groups of 20 each for an 8-week period during the summer of 1958. They selected problems to work on, and prepared outlines "under three headings: (a) This is what I should like to study; (b) This is why I chose it; (c) This is how I propose to study it."

The three teachers of the groups were completely non-directive in their approach to assisting the students. They asked, rather than answered, questions, and thereby helped the students "see relationships, clarify alternatives, find new resources. . . ." No formal lessons were planned.

"Three means were used to test the hypotheses—the Arithmetical Test for the Measurement of Rigid-

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ity, Creative Thinking Problems [designed for this experiment], and Anecdotal Records. Form A of each of the tests for rigidity and creativity was administered at the beginning of the first week, and form B of each at the end of the eighth week."

Statistical treatment of the data revealed a significant decrease in the degree of rigidity and significant improvement in creative thinking.

The author concludes that "A learning environment based on intrinsic motivation and offering psychological safety and freedom reduces rigidity significantly, and creativity in thinking improves proportionately. Although descriptive research has led to improved methods of grouping and greater emphasis on the basic skills, it may be that more attention should now be given to the study of the effects of extrinsic and intrinsic motivation and their accompanying psychological climates on the quality of the student's total behavior."

non-promotion & school achievement

DOES A non-promotion policy in the elementary school improve achievement? Not according to a study reported by W. H. Worth in the September, 1959, issue of *A T A Magazine*, official organ of the Alberta Teachers Association.

One hundred thirty-two low achievers were studied during an experimental year. Half of them repeated the third grade. The other half, individually matched on sex, IQ, age and achievement, went on to the fourth grade. Both groups were tested at the end of the year and the results compared.

Promoted pupils gained significantly more than the repeaters in reading vocabulary, total reading and arithmetic fundamentals. Repeaters gained more in paragraph reading. Although not statistically significant, the majority of differences in reading comprehension, arithmetic reasoning, total arithmetic, mechanics of English, spelling, total language, word recognition and total achievement favored the promoted pupils.

Worth does not conclude from these data, however, "that automatic promotion is the answer to the instructional problem posed by the low achievers." He suggests instead that existing promotion policies be re-examined to clarify the "bases for promotional decisions," and that the low achiever, either promoted or not, needs individual attention in curricula, methods and materials.

Worth does conclude that the eventual solution to the instructional problems of the low achiever probably "lies in the development of a form of school organization in which promotion and non-promotion would not occur. Such a form of school organization would eliminate traditional grade level lines and the curriculum rigidity that tends to result, and would substitute a flexible method of pupil classification permitting the continuous progress of pupils from one term to the next."

OV-285

This photograph, taken with bright sunlight on the window, demonstrates the complete absence of glare, the uniform lighting afforded by Temlite Loomwood Shades. Better ventilation, too, even when shades are completely down. Temlite Loomwood's beveled splints allow free passage of air through the entire shade area. Incoming air is deflected toward the ceiling creating a continuous flow of fresh air without drafts . . . an overall type of ventilation medical authorities prefer.

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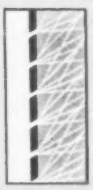

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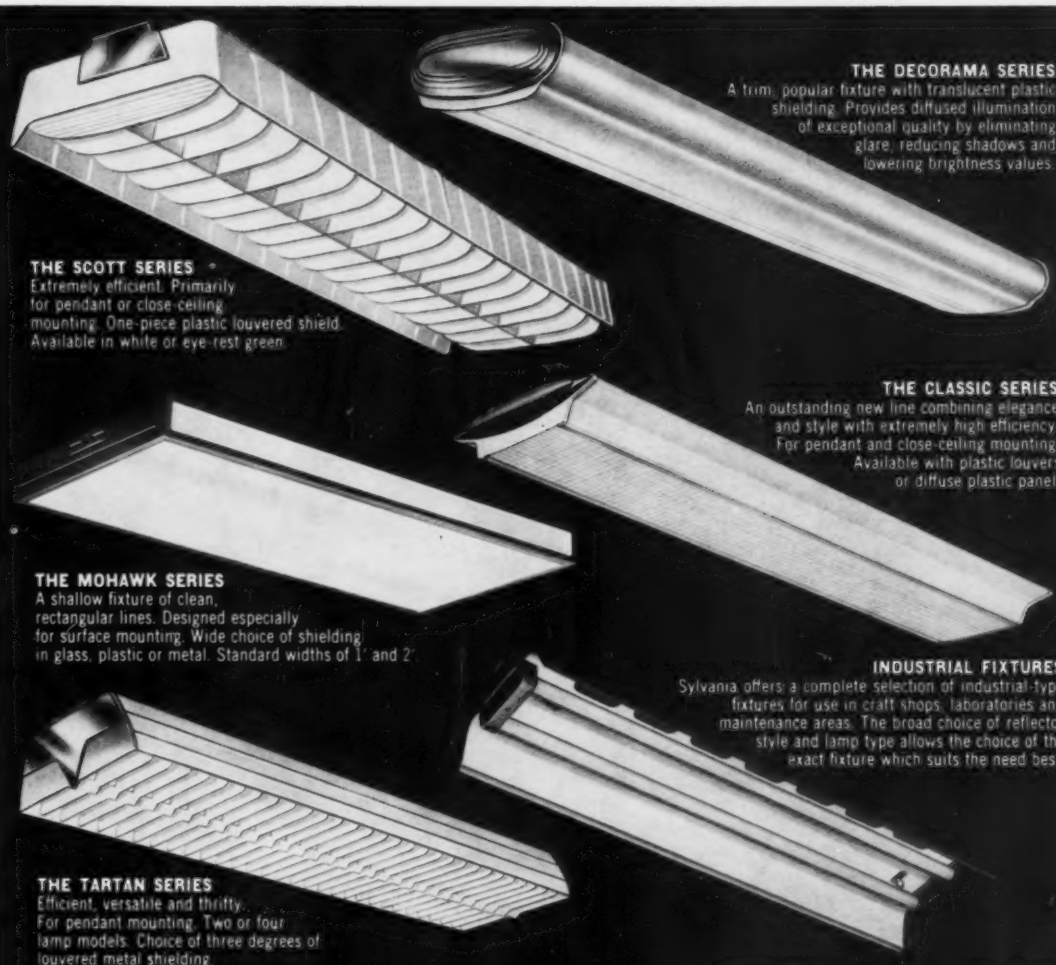
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The lively arts on a school circuit

By Robert G. Owens, principal, Elmwood School, West Hartford, Conn.

WEST HARTFORD, Conn.—For the past eight years, West Hartford's children have had an opportunity to witness live and wonderful performances of music, drama, opera and the dance through the unique efforts of the West Hartford Parent-Teacher Cultural Program Council.

Every year, each elementary school child in the West Hartford system attends four programs—a play, an operetta, a dance program and a musical program. Before each program, the pupils are prepared by study and discussion. They are introduced to the material or story and taught what to look and listen for.

Established as a non-profit corporation under the laws of Connecticut, the Cultural Program is an independent organization representing parent groups, elementary school staffs and the public school administration. Great stress is laid on 2-way communication to keep the Program close to the people who support it and to keep it responsive to local needs.

The Program is financed on a voluntary basis. During the annual fund drive, parents are asked to contribute what they can. An average contribution of $1.50 a child is necessary, but pupils enjoy the benefits of the program free of charge.

Some programs are large events, involving a fleet of buses to transport children to the auditorium. Other programs are smaller with a certain intimate charm. The smaller programs may travel from school to school, playing to pupil audiences of two to three hundred. Operettas, dance programs and small instrumental programs are often handled in this way.

Great care is taken in the selection of artists and programs. The Program has made full use of the resources available in Greater Hartford. The Hartt College of Music, University of Hartford, has created and presented a number of operettas and musical programs; the Hartford Symphony has presented "little symphony" concerts and a comprehensive program of instrumental demonstrations designed to help children learn about the instruments that make up an orchestra. The YMHA playhouse, the Merry-Go-Rounders, the Boys Town Choir, the Salome Gaynor Theatre, the Knickerty-Knockerty players and the Merri-Mimes have also performed.

A major problem of such an enterprise is finding material and performers. Many good productions are passed over each year because they are not suitable for children. To help solve this problem, thought is currently being given to the possibility of commissioning the creation or adaptation of productions suited to the teaching purposes of the program.

Cultural Program performances are not mere entertainment, but rather an attempt to include in each child's schooling the development of taste in the lively arts.

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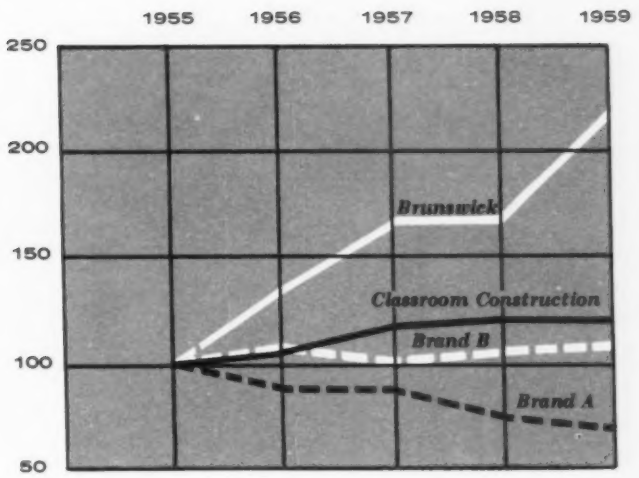

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College's President Kadel sees hopes evolved into reality.

A COLLEGE IS BORN

A YEAR AND A HALF AGO: NO FACULTY, NO FUNDS, NO FACILITIES, NO STUDENTS. JUST A HOPE AND A PLAN. TODAY, THE REALITY: FLORIDA PRESBYTERIAN COLLEGE.

IN THE FALL of '55 six Florida ministers met to hear their church's national secretary for higher education tell of the paucity of opportunity for youth to attend a private college in that state, especially a college affiliated with Presbyterianism. Three years later, in 1958, William H. Kadel, one of the six, had left the pastorate of one of Florida's largest churches to become president of Florida Presbyterian College, a college with a board of trustees and a charter from the two Presbyterian synods but with no funds, no facilities, no faculty and no students. President Kadel and the trustees, headed by Philip J. Lee, did have a dream, a plan, faith and determination.

Next fall, just a year and a half later, a class of 300 or more founding freshmen will start their college course on an "interim" campus, while the ground is being broken on a fully-owned 260 acre site unrivaled in natural beauty, for the first of some $12 million of facilities designed to house 1,200 students by the fall of 1963.

The birth of Florida Presbyterian College is good news —good for Florida, good for private and church-affiliated higher education, and a tonic for the many who seem depressed by the difficulty of raising money, by tax or gift, in a poor-mouthed nation which is enjoying the highest income in history. OVERVIEW's own economist pointed out in January that if we are to meet the onrush we should be ready for some such number as this college proposed to provide for, every working day over

Projected campus for Florida Presbyterian College, St. Petersburg. The site is now 160 acres and is bounded by the Gulf

the next ten years. All over the country legislators and trustees are wrestling with financing what we already have, while educators, worried as they are about today's problems, are trying to plan how society can meet its responsibility to these larger numbers to come. The Florida Presbyterian College story is especially noteworthy against such a background.

FROM IDEA TO PLAN

When Hunter Blakely went to Florida for that meeting in 1955 all he had were some statistics and a hunch. The statistics showed a rapid rise to be expected in the number of young people in Florida, the growth of the Presbyterian Church in that state, the fact that it was nearly alone in not having a Presbyterian-affiliated college and that, as a state, it exported most of its private college students. The hunch was that the six he talked with would see the challenge and do something about it. His statistics have been confirmed and the hunch proven pure prescience.

The six almost immediately enlisted 30 others and constituted the whole group as a Council of Representative Presbyterians on the establishment of a Presbyterian College in Florida. Philip J. Lee, vice president of the Atlantic Coast Line in Tampa, was elected chairman and Dr. Kadel was made vice-chairman. By June, 1956, when the Synod gave the Council official status and voted them $5,000 for expenses, they had already gotten Dean Francis A. Rosecrance (then of New York University) and Gordon W. Blackwell (of the University of North Carolina) to direct a feasibility study.

When the Synod met in 1957 the report was ready with three significant conclusions, among others. "A good liberal arts college under Presbyterian auspices should be established in Florida." "Quality students, quality faculty, quality programs, quality facilities, and adequate financing will be required." (The study's emphasis on quality has been echoed consistently ever since.) "Florida Presbyterians have it within their power to create and support a new quality liberal arts college."

The Synod of Florida, Presbyterian Church in the United States, responded by authorizing the Council to appoint two committees: one to guide the study of the Rosecrance-Blackwell Report, the other to consider ways and means and to develop plans for a college of high academic standards, and to present their plans to the 1958 meeting of the Synod. Dr. Kadel was named to head the ways and means committee, which later became the basic coordinating committee for the college.

By May 1958 the Council had adopted the report of Dr. Kadel's committee and presented it to the annual meeting of the Synod for approval. The Proposed Charter was adopted substantially as recommended and the first Board of Trustees was elected. Within a week, the

of Mexico, Boca Ciega Bay, the Sunshine Highway and a county park. A residential district is being developed nearby.

trustees had organized and elected Dr. Kadel as the first president. On September 1 he relinquished his pastorate and set up college offices in an abandoned storeroom.

ENERGY AND FAITH

Events have proved that the trustees' first official action unleashed a dynamic force of faith and energy that from that moment guaranteed the success of their project. Less than four months from his appointment—and only a fortnight after his full-time attention—a site for the College had been selected and the full cooperation of the other major branch of Presbyterianism had been achieved. President Kadel's church (Presbyterian, U. S.) is the "southern" church. The Florida synod of the "northern" church (Presbyterian, U.S.A.) had already selected Winter Haven as a site for a possible college for which investigations by Robert M. Pratt were underway. The joining of the two efforts was an outstanding example of enlightened cooperation and it was officially endorsed by both synods soon afterward. It made doubly sure it had the full support of all Presbyterians in Florida.

FIRST REALITY

The site is magnificent. When St. Petersburg put in the bid as one of some 29 Florida communities interested in having the college, the details had not been all worked out. The site committee screened all but four offers and then visited each. When they reached St. Petersburg in their visitation they were welcomed by over a hundred leading citizens, including the mayor, the mayor of nearby Tampa, the president of the local junior college, and the dean of Stetson University's Law College. The committee was impressed with the enthusiastic welcome, and the full story of what the city would do clinched the selection.

First, St. Petersburg offered the permanent site—160 acres, to be expanded to 260 acres by dredging and filling, bounded by a county park, the Sunshine Skyway, the Gulf of Mexico and a new divided boulevard to separate the campus from a fine residential section under development. Called Florida's first waterfront campus, the land alone is valued at $2 million.

To top this munificent offer, the city also had an interim campus in the heart of the city on Tampa Bay to rent at $1 per year. The "interim" campus consisted of a set of buildings built in 1940 for a U. S. Maritime College, but used for a variety of purposes, currently including as principal tenants an electronics firm which providentially was already constructing new quarters elsewhere. Later when the college's architects looked over the plant, the city and college agreed to split an estimated $90,000 bill for renovation, including sprinklers in all of the structures, acoustic and floor tile, and

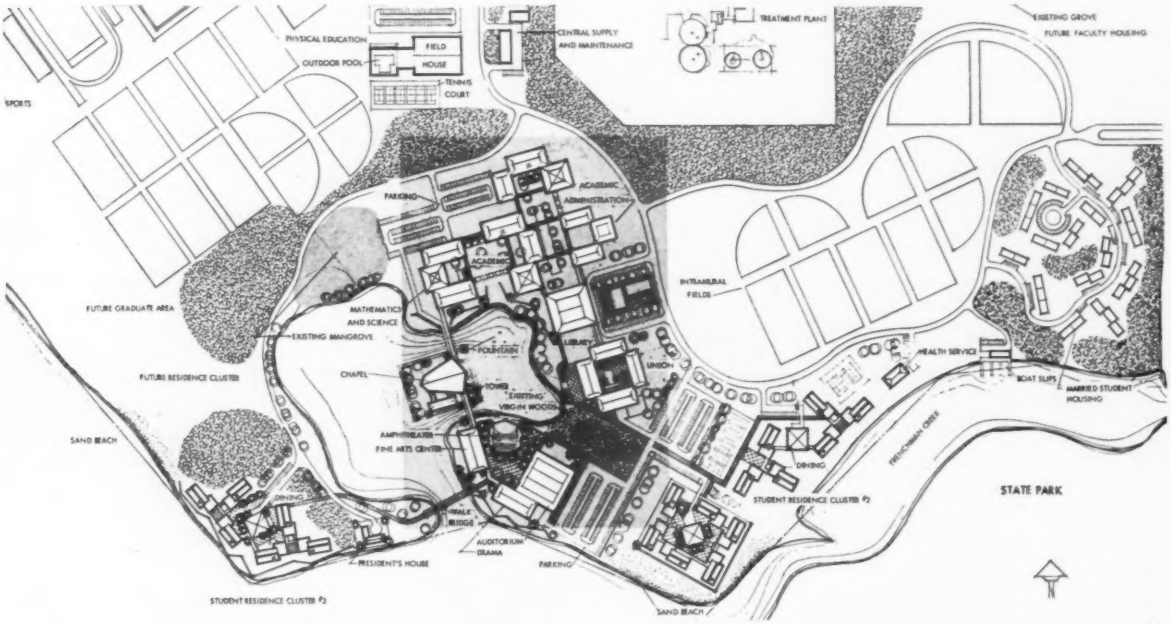
cutting the barracks section into smaller dormitory rooms.

It was this temporary facility (already adequate in its accommodations for a small college) which not only became a delightful plus, but also permitted the college to go full steam ahead with the procurement of faculty and the working out of curriculum. Too, it gave them time to raise money and to plan carefully for the finest of campus facilities. With air conditioning in much of the temporary quarters, an Olympic swimming pool nearby, and a large park within reach, the college had much more than a dream of the future to offer its prospective faculty and students.

With the unanimous agreement of the selection committee and the concurrence of the Presbyterian (U.S.A.) group, ratification by both synods came speedily. The Board of Trustees was enlarged to represent both churches and Robert M. Pratt, who had carried on the "northern" Presbyterian's search for a college, graciously joined the new combination as vice president and director of development.

INGENUITY

OVERVIEW's interest was aroused when on April 22, 1959, in the Green Room of the White House, President Eisenhower accepted a parchment making him the first member of Florida Presbyterian College's Charter Alumni Association. A week later, Governor LeRoy Collins of Florida became the second member. Both were invited to participate and showed interest in groundbreaking ceremonies scheduled for September, 1960. Then last fall President Kadel, on a flying visit to New York to look over a large and valuable Americana collection being tentatively offered as a gift to the college, impressed OVERVIEW with his dedication, his confidence, (really, faith is a better word) and his energy and skill in bringing to pass what a year earlier had been only a dream. Finally, in late January OVERVIEW's editor visited



a.

b.

St. Petersburg, inspected both the "interim" and permanent campus, read through the files, talked with a variety of people, and came away convinced not only of the reality of the plans but of the importance for harried educational executives everywhere of the story of how this college started with statistics and a hunch, became a dream, a well-clothed vision, and finally an indisputable reality with the record to date assuring its complete realization in the months and years ahead.

SUBSTANCE: QUALITY, FACULTY, COMMONALITY

IN AN INTERVIEW for the *St. Petersburg Times,* which has vigorously supported the venture from the beginning, Dr. Kadel early disclaimed any special competence as an educator, saying that he planned to surround himself with qualified specialists and then "lean on them." So his first business was locating and attracting "one of the most outstanding young educators in the nation as dean."

Months before the formal appointment of John M. Bevan, he and Dr. Kadel had undertaken a series of extensive trips, underwritten by the Ford Foundation, to visit and talk with educators at Dartmouth, Rensselaer, Penn State, Chicago, Miami (Ohio), Austin, Reed, Occidental and Claremont, as well as at the U. S. Office and Ford Foundation headquarters. As a result, about the time of Dean Bevan's appointment he and President Kadel were ready with a preliminary proposal for the undergraduate curriculum. The report had further benefited from the study and recommendations of Theodore A. Distler, executive secretary of the Association of American Colleges.

Although the details of the curriculum were significantly modified in their development at later faculty work conferences (a week in early September and another at Christmas time in 1959) this report furnished the foundation for selection of faculty and their development of the curriculum.

Aside from its reiteration of emphasis on high quality and "a faculty and student body mutually involved in the pursuit of learning and living" the curriculum report proposed one major innovation, set a common core curriculum and laid out principles of faculty-student organization.

The innovation is a between-semester month of guided independent study. By opening very early in September, the college plans to end the first semester before Christmas. Then a June closing will permit practically the whole month of January to be used for an inter-semester session in which individual students will pursue independent research on problems suggested by their earlier class work. Faculty will be available for guidance and is prepared to give a great deal of it during the first years while the plan is new.

The core of the curriculum is a two-year study of "Western Civilization and Its Christian Heritage" conducted by ten members of the faculty in mass lectures and small group seminars, followed in the junior year by a course in world literature; in the senior year a

c.

d.

SUBSTANCE: PLANS

a. *Florida Presbyterian's master plan.* **b.** *A sketch of the academic court.* **c.** *One of several residence clusters.* **d.** *The math and science unit, and the humanities and social studies unit. Architects for the college design are Perkins & Will, Chicago, and Connell, Pierce, Garland & Friedman, Miami.*

President Eisenhower receives first member alumni charter from Dr. Kadel.

weekly lecture and seminar groups will study the Great Issues and Christian Faith.

The organization reflects the emphasis on the unification of knowledge by its plans to group the humanities and social studies in one department and mathematics and science in another, for example. These two departments linked to the library and to the student union become the core of the campus. Perhaps in paradox, the faculty-student organization is designed to emphasize the student's responsibility for self-direction while somehow maintaining an unusually high level of concern for every individual who is accepted as a student. The former leads to a high student-faculty ratio and to the planned use of every available instrument to help spread the teacher's influence and to bring the student in close contact with self-teaching devices ranging from books to language laboratories. The latter concern is envisioned as an ideal to permeate all instruction and guidance. It influences the design of residence facilities—50 students to a house with guidance available at each house.

The second faculty member was the librarian who started work last July, a full year before the scheduled opening. Today it seems certain that a balanced library of at least 10,000 volumes will be ready for use when the college opens this fall. Chief Librarian Stewart P. Smith came with some 12 years of college library experience, the last eight of which were at Florida State University. A visit in January to his place of work was revealing; gifts are pouring in and purchases are being made, all checked against basic book lists.

Twenty other faculty members have been recruited. Thus far they have come together twice for long hard sessions to hammer out the courses of study. The common quality is enthusiasm for the opportunity to develop a new curriculum, new courses, new unities—a new college, under Dean Bevan's leadership.

Dean Bevan's own vision and experience complements that of President Kadel. A graduate of Franklin and Marshall College in 1944, he took a B.D. Degree at Duke and went on at that institution to an M.A. and a Ph.D. A psychologist, he chaired the section of learning of the Southern Society of Philosophy and significantly for his new undertaking, served as chairman of the faculty division of the Board of Higher Education of the Presbyterian Church (U.S.). His great drive and clear understanding of purpose led to his being named vice president in charge of academic affairs at the College last fall. He is surrounding himself, in turn, with scholar-teachers who share his enthusiasm and are determined to work harmoniously but whose very acceptance of appointment reflects their own strong individuality.

SUBSTANCE: STUDENTS

WITH ALL THE increase in college-headed high school graduates, a new college still has an uphill struggle to attract and enroll its full complement of freshmen. When it is determined to compete for the best students the job is further complicated.

Florida Presbyterian College turned to the task a year and a half ahead of its opening. Its April 1959 bulletin opened its campaign. By fall it had enlisted James T. West as admissions director. Dr. West was trained as a psychologist and came from the Tennessee Department of Mental Health. A personable young man, he plunged into the work with enthusiasm and vigor, traveling throughout the state. By November, 400 students had requested the new college catalogs and a special pamphlet had been mailed to 10,000 students in the six southern states.

Director West hopes to take advantage of the statewide interest in the founding of this college. He is armed with a substantial amount of student-aid funds, greater than normal for the first crucial years, and is using many ingenious devices to attract student interest.

Expressions of interest are coming in from as far north as New York, which regularly depends on other sections of the country to provide college education for a large number of its youth.

September will be the test, of course, but he expects that after the College Board Examination Series the flow of applications will increase. The College requires the prospective student to submit Scholastic Aptitude and English Composition Achievement scores and recommends that two additional achievement tests be taken.

"Emphasis is placed on admitting students with high potential for acquiring the quality education for which their college was founded" according to the bulletin.

Tuition and fees are set at $925 with meals, room, laundry and books to run about $725.

SUBSTANCE: FUNDS

June, 1956

$5,000 appropriated by the Florida Synod for expenses of the Council.

1958–59

$15,000 grant by Ford Foundation for development of curriculum.

$2,000,000 plus gift of 260-acre site by City of St. Petersburg.

$2,700,000 raised by citizens of St. Petersburg area in College Drive.

$113,000 in Trustees' gifts.

Complete underwriting of cost of 100,000 volume library building by Mr. and Mrs. W. L. Cobb.

Library Book and Fund Committee at work—over 2,000 volumes by December.

$80,000 organ given anonymously.

$15,000 gift of services by Bronsen-Allen Company to clear new site.

1959–60

Free use of interim campus facilities plus $45,000 for half of estimated refurbishing cost given by City of St. Petersburg.

$2,500,000 pledged to be raised in drive by Florida Synod, Presbyterian Church.

President Kadel, Campaign Counselor Larry Lane and Trustees in drive for big gifts.

an educational ranking of the states

by Walter Crosby Eells

CALIFORNIA RANKS first educationally among the 50 states of the Union according to 20 representative measures of effort and achievement. Delaware ranks first in terms of ten financial measures, while Utah ranks first in terms of ten educational measures.

The ranking of the states, plus Puerto Rico and the District of Columbia, are shown in detail in the accompanying table and by quarters on the accompanying map. The map shows that the highest ranking states, those in the upper quarter, are found in the Far West and in a group bordering on the Great Lakes. Those of the lowest rank are found for the most part in the South, although some of the southern states are in the second or third quarters.

The ranking is based on recent data published by the National Education Association in its research report, *Ranking of the States*. This publication gives the ranks of the states in 60 different measures. Many of these, however, have little direct relation to education, such as per capita retail sales, number of infant deaths, or percent of urban population. Others are not suitable for comparative purposes.

The NEA publication does not attempt to combine the different measures. In fact it states:

> To date, no one has been able to analyze, assign appropriate weightings to, and summarize in a meaningful way all the complex factors that must be considered in placing a value on a state's system of public education. On the other hand, many sets of statistics can be used as general indicators of educational quality. No single set provides a complete and final answer to the question of how a state ranks, but a combination of several of them throws considerable light on this complex question.

In this article I have selected several of the measures from the NEA study that are educationally significant. No claim is made that this furnishes a "complete and final answer" but, rather, that it summarizes in a significant way some of the "complex factors that must be considered in placing a value on a state's system of public education."

For this purpose, I have selected ten educational factors indicating methods and results, and ten financial factors indicating ability and effort. These factors, and representative data concerning them, appear on the following pages.

I have not tried to assign different weights to the various factors, although this would be desirable if there were a way to determine satisfactorily such weights. All 20 factors have been given equal weight. The simple average of the ranks of the various states have been computed and used to determine the ranking of the states on the composite of the measures, as shown in the table. It is fair to assume that the validity of this average is greater than that of any of the component factors.

Great variability is found in the rank of the states in the different measures. Thus California, although given first place on an average of all rankings, actually ranks first in only a single measure, and in one it drops to 48th place. But it ranks in the first quarter in 13 of the 20 measures and has a higher average rank than any other state. Utah ranks first in two educational measures and in the first quarter in eight of the ten, but is only 35th in the group of financial measures. Utah appears to secure a high standard of public education without excessive financial effort. Delaware, on the other hand, ranks in the first quarter on nine of the ten financial factors, but it is 24th in the average of educational measures. It would appear that Delaware's results are hardly commensurate with the financial investment made.

It may be noted, however, that educational and financial factors agree very closely in the case of such states as Nevada, Ohio, Illinois, Oklahoma, Arizona, Wisconsin, Rhode Island, North Carolina, West Virginia, Arkansas, Kentucky and Alabama.

Following is a detailed statement of the factors selected for the study. Included with each factor are the measures found for three states—the maximum, median and minimum. In the seven cases where Puerto Rico is the minimum, the lowest ranking state is also given.

A veteran educator, Dr. Eells is widely known for his work in junior colleges, higher education and educational statistics and research.

educational ranking of the states

RANKING OF THE STATES IN TWENTY MEASURES OF EDUCATIONAL ACHIEVEMENT AND EFFORT

		All Twenty Factors	Ten Educational Factors	Ten Financial Factors
FIRST QUARTER	California	1	2	8
	Delaware	2	24	1
	Oregon	3	3	15
	Wyoming	4	4	14
	Nevada	5	8	10
	Michigan	6	14	6
	Alaska	7	19	4
	Washington	8	5	17
	Pennsylvania	9	29	2
	District of Columbia	10	26	3
	New York	11	27	5
	Minnesota	12	15	11
	Utah	13	1	35
SECOND QUARTER	Connecticut	14	11	16
	New Jersey	15	23	7
	Iowa	16	13	22
	New Mexico	17	35	9
	Colorado	18	10	25
	Ohio	19	18	19
	Kansas	20	7	29
	Maryland	21	36	12
	Florida	22	17	23
	Massachusetts	23	12	32
	Illinois	24	25	24
	Missouri	25	38	13
	Indiana	26	33	20
THIRD QUARTER	Oklahoma	27	22	26
	Idaho	28	6	44
	Arizona	29	28	27
	Hawaii	30	21	33
	Nebraska	31	9	47
	Maine	32	20	37
	Wisconsin	33	30	28
	Montana	34	16	43
	Texas	35	39	18
	Vermont	36	31	36
	New Hampshire	37	32	42
	Virginia	38	37	31
	Georgia	39	45	21
FOURTH QUARTER	Rhode Island	40	40	33
	North Carolina	41	42	41
	Louisiana	42	44	30
	South Dakota	43	34	50
	South Carolina	44	46	34
	North Dakota	45	41	49
	West Virginia	46	43	46
	Tennessee	47	47	39
	Arkansas	48	49	45
	Mississippi	49	51	40
	Kentucky	50	50	48
	Alabama	51	48	51
	Puerto Rico	52	52	52

EDUCATIONAL FACTORS

1. Median school years completed by persons 25 years of age and older, 1950. (Maximum: Utah and District of Columbia, 12 years each. Median: New York, 9.6 years. Minimum: Puerto Rico, 3.7 years; Louisiana and South Carolina, 7.6 years each.)

2. Percent of the population 25 years of age and older with less than five years of schooling, 1950. (Maximum: best record, Iowa, 3.9%. Median: North Dakota, 8.8%. Minimum: poorest record, Puerto Rico, 64.8%; Louisiana, 28.7%.)

3. Percent of the population 25 years old and older with at least four years of high school, 1950. (Maximum: Utah, 48.9%. Median: Michigan, 34.1%. Minimum: Puerto Rico, 7%; South Carolina, 18.6%.)

4. Percent of the population 25 years old and older with four or more years of college, 1950. (Maximum: District of Columbia, 13%. Median: Illinois, 5.9%. Minimum: Puerto Rico, 1.8%; Arkansas, 3.1%.)

5. Percent of selective service registrants disqualified by the mental test, including those who failed the physical as well as the mental test, 1957. (Maximum: best record, Montana, 3.5%. Median: Indiana, 11.8%. Minimum: poorest record, Mississippi, 49.9%.)

6. Enrollment in the public elementary and secondary schools as a percent of school-age population, 1957–58. (Maximum: Nevada, 98.7%. Median: Maine, 83%. Minimum: Rhode Island, 69.2%.)

7. Average length of school term in days, 1955–56. (Maximum: Illinois, 186.9 days. Median: Nevada, 177.3 days. Minimum: Arizona, 165.2 days.)

8. Average daily attendance as a percent of the number of pupils enrolled, 1955–56. (Maximum: California, 95.9%. Median: Louisiana, 88.8%. Minimum: Nevada, 83.1%.)

9. High school graduates in 1955–56 as a percent of 8th-grade enrollment in 1951–52. (Maximum: Wisconsin, 93.1%. Median: New Hampshire, 65.4%. Minimum: District of Columbia, 42.2%.)

10. Percent of elementary school teachers with four or more years of college preparation, 1958–59. (Maximum: Oklahoma, 99.6%. Median: Illinois, 73.9%. Minimum: South Dakota, 11.8%.)

FINANCIAL FACTORS

1. Estimated average salary of instructional staff in public schools, 1958–59. (Maximum: Alaska, $6,500. Median: Wisconsin, $4,685. Minimum: Puerto Rico, $2,100; Mississippi, $3,200.)

2. Estimated increase in average instructional staff salary from 1957–58 to 1958–59. (Maximum: Mississippi, 18.7%. Median: Kentucky, 4%. Minimum: Texas, 0.4%.)

3. Percent increase in average salary of instructional staff, 1948–49 to 1958–59. (Maximum: Mississippi, 136%. Median: New Jersey, 67.9%. Minimum: Puerto Rico, 34.1%; Hawaii, 47.4%.)

4. Estimated current expenditure per pupil in average daily attendance, 1958–59. (Maximum: New York, $535. Median: Arizona, $332. Minimum: Puerto Rico, $114; Alabama, $164.)

5. Percent increase in current expenditures per pupil in average daily attendance, 1948–49 to 1958–59. (Maximum: Mississippi, 135.1%. Median: Idaho, 68%. Minimum: Arizona, 35.3%.)

6. State aid per pupil in average daily attendance, 1957–58. (Maximum: Delaware, $403. Median: Indiana, $132. Minimum: Nebraska, $20.)

7. Percent of general expenditures of state and local governments for local schools, 1957. (Maximum: South Carolina, 37%. Median: Washington, 28.6%. Minimum: Nevada, 20.4%.)

8. Per-capita state expenditures for education, 1957. (Maximum: New Mexico, $88.48. Median: Pennsylvania, $39.08. Minimum: Massachusetts, $15.56.)

9. Personal income per child of school age (5–17), 1957. (Maximum: District of Columbia, $14,308. Median: Kansas, $7,838. Minimum: Mississippi, $3,420.)

10. Personal income payments (1957) per pupil enrolled in public elementary and secondary schools, 1957–58. (Maximum: District of Columbia, $18,984. Median: Iowa, $9,337. Minimum: Mississippi, $3,806.)

They Train Volunteers for Youth Leadership

MILLIONS of volunteer leaders throughout the nation are receiving training in an educational system that stands in marked contrast to our public and private system of formal schooling or to the educational programs established by business and industry to train their workers.

The system is unique for its informality and its dependence on volunteers—for both students and teachers.

Conducted by volunteer agencies serving youth—the Boy Scouts and Girl Scouts, Campfire Girls, 4-H Clubs, and scores of others—the system is aimed at turning out adult leaders with the necessary skills and attitudes to carry the organizations' programs to the youth for whom they are intended.

The training is informal because in practically all instances each local unit or district determines how best to carry out its own training program. National training committees prepare instruction guides, training plans, visual aids and literature for local use, but the means by which these are used, and the frequency, is determined on a local level. Enforcement of any degree of standardization is virtually impossible.

Along with this informality is the complete reliance on volunteers—there is no captive audience. Training programs are designed to give volunteer leaders at least a minimum of preparation in a short period. With the exception of a small national training staff, the preparation of volunteers is in the hands of other volunteers who have been specially prepared in the art of training the trainers.

In spite of these two characteristics—viewed as formidable handicaps by many educators oriented to a more formal atmosphere—this unsung army of volunteer workers is carrying out one of most far-reaching educational, character building, and physical fitness programs in American education today. Strictly speaking, these volunteers aren't teachers, principals or school board members; but in a broader sense, they're all these rolled into one.

They're underpaid—most of the time unpaid; they devote long hours of their free time to these tasks, and they receive little recognition for their efforts, except in the inner satisfaction that comes with doing a job well. Yet, almost none of this army would consider deserting the job they have undertaken.

The volunteers come from every walk of American life —bank presidents, housewives, garage mechanics, business executives—and they're part of every community.

The volunteers' importance can be better understood when one considers the size and scope of the volunteer agencies. Their composite membership totals several million, but they're run on shoestring budgets primarily filled by contributions.

It takes a well-trained, professional staff to keep any one of these organizations running smoothly and to enable America's youth to benefit from the diverse programs they have to offer.

Although full-time personnel comprise the core of these

organizations, they represent a very small percentage of the workers in any one of these agencies. The professional staff is usually employed on a national or regional basis in an administrative capacity. The brunt of carrying out the program and bringing it directly to youth is dependent on this army of volunteer workers.

In the face of the adverse conditions previously described—long hours, hard work, little recognition—what is it that still compels these individuals to volunteer for this type of service? Perhaps this force can best be explained by the motto of the Young Men's Christian Association: "Help Youth to Help Themselves." Although the words apply officially to the YMCA, it would be a safe bet that they express the feelings of most of the adult volunteers in any of the youth programs.

Put another way, a Teaneck, New Jersey, advertising executive, who has been a Boy Scout, scoutmaster and training leader for the past 21 years, expresses his own personal feelings which are more than likely in the hearts of all these volunteer workers. He says simply: "There's no greater thrill than working with kids, watching them grow up, mature and assume responsibility."

Greatest strength, greatest weakness

Paradoxically, it is the volunteer workers who are, at the same time, the greatest strength and the greatest weakness of these agencies. Many of them work far beyond the means that could be expected of a paid worker. But because of the difficulty of enforcing rigid standards, both in training of volunteers and in performance, there is a wide variation and often a poor job is the result.

Because the success of any of these youth programs ultimately depends on the volunteer worker, two major problems arise as part of this paradox which the organizations are striving to settle.

One is selectivity in choosing volunteers. In all likelihood this problem will never be fully solved. Since there are never enough adult volunteers to fully satisfy the vast manpower needs of all the organizations, the common practice is to accept practically anyone who volunteers for service. Some of these people may be unqualified to work with youth and others may not have the dedication and willingness to devote long hours of work and guidance. To counter this possibility there is a feeling among some of the organizations that a higher degree of selectivity should be exercised in accepting volunteers. Better to have a job go undone, or to double up on existing personnel, they feel, than to have such a vital job done improperly.

The second problem centers around the enforcement of rigid training standards to ensure properly qualified adults in leadership positions. Again, any wide degree of standardization or enforcement seems improbable.

The Boy Scouts, for example, realize that their ability to influence the growth and development of a boy depends to a great extent upon the education of individual leaders in the skills of leadership and their knowledge of the purposes, principles and techniques of their individual jobs. In spite of this realization, it would be impossible to restrict the scouting program to those willing to undergo proper training, explains Howard Kautz, assistant director of the volunteer training service of the Boy Scouts. This would be impractical when dealing with men who hold down full-time jobs, and most of whom have families besides. "Our hope," he adds, "is to get the right kind of men into the program and then induce them to voluntarily get the suggested training." He estimates that about 35 percent of the unit leaders had not taken any form of training courses.

Another important factor which weighs against the possibility of standardizing training procedures in any of the agencies is the already-mentioned reliance upon local or district organizations to carry out the training. Only a small fraction of the trained volunteers have received schooling under a nationally administered program.

Boy Scouts

One of the training programs which appears to be among the most intensive—both in its efforts to enroll volunteers and in its scope—is that of the Boy Scouts. Because other agencies have training programs which are similar in many respects, a closer look at the Boy Scout operations may serve to impress the reader with the importance attached to the proper training of this army of volunteers by the agencies themselves. With over five million boys and adults enrolled in the Boy Scout program, and with more than 500,000 adults participating in leadership training courses in 1958, this program is also the largest.

The Boy Scout's training plan is designed for all leaders, including scoutmasters and assistants, troop committee members, interested parents, institutional representatives, and members of institutions or organizations interested in a youth program.

"Don't you think Gladys is exaggerating just a little?"
—Scouting Magazine, January 1960

It's founded on a basic training plan consisting of three two-hour sessions with the purpose of helping leaders understand Boy Scouting—what Boy Scouting is, troop operation, and meetings and activities.

There are three ways to complete the basic training experiences:

• **Training during troop organization.** When a new troop is being formed, all prospective leaders and parents are given an opportunity to receive basic training. This group method of training is the most widely used.

• **District and council training events.** Basic training may be offered on this level to provide training for new men in already established troops. These courses are necessitated by the large turnover in leadership among established units.

• **Personal coaching or home study.** This is provided for leaders who cannot attend group training sessions.

A Boy Scout leader will be certified as basically trained when he has completed all three sessions, but it is hoped he will continue his training. Advanced training calls for instructors who specialize in specific training subjects and who can conduct a session on their subject in a single institution or on a community or district basis.

Training events on a council basis may be offered to supplement what is done in districts. Weekend training enables men to participate in a broader program than is possible in the evening courses offered at the local or district level.

Under what is called the training recognition plan, the Scouter's Training Award is given to leaders who have completed their basic training, taken four additional training experiences, and served three years of registered tenure in any adult capacity. After a leader completes five areas of specialized training and has met the other requirements, he is awarded the Scouter's Key.

The training recognition plan offers leadership training committees a good opportunity to promote quality scouting. It encourages participation in training events and stimulates more effective unit leadership.

In addition to these courses, the National Council provides leadership training in a more school-like atmosphere at its two national training sites.

One, located at the 127,000-acre Philmont Scout Ranch at Cimarron, New Mexico, offers training opportunities for selected volunteers plus a vacation for their families. For a nominal fee, Scouters may sign up for any one of a series of week-long courses offered throughout the summer in all phases of scouting. Sessions are directed by men who are devoting full-time to the training phase of scouting.

The second national training center is the Schiff Scout Reservation located at Mendham, New Jersey, which specializes in short courses for volunteers on practically a year-round basis. These courses, usually planned over a weekend, are intended primarily for Scouters who have responsibility for the training and guidance of other Scout leaders.

Equal emphasis

If the training programs of some of the other youth agencies are not as minutely spelled out, it is not because they place less emphasis on top quality leadership. Every one of these organizations realizes that the success of its program depends on grooming a continuing supply of well-trained leaders to carry the program to the youth for whom it was intended.

The Girl Scouts, although relying heavily on local and district training programs, conduct a national training school and three regional training centers. The latter, primarily for professional staff, nevertheless play an important role in the volunteer training program. The Edith Macy Training School at Pleasantville, New York, is the national training center for adults. It is a laboratory school for the Girl Scout training program where creative ideas are encouraged and tested. It is a residential school, in a camp setting—a place where adults meet and exchange ideas.

The staff of instructors is composed of members of the Training Corps who also staff the other national training centers. They are supplemented by national and local trainers, both volunteer and professional staff. The School will offer seven different 9-day sessions this summer taking in the whole range of Girl Scout activities.

The organization estimates that 30,000 adults enrolled in nationally administered training events in 1958. About 600,000 people had some kind of training in local, district or regional programs, many of these in 2- or 3-day institutes for both volunteers and professionals. However, the local councils themselves are responsible for about 95 percent of the training that takes place, according to Leah Parker, Training Division director. Except at the Edith Macy Training School, nationally sponsored training of volunteers is largely confined to administrative personnel and trainers.

In an attempt to standardize training and set up long-range objectives, the National Council has put into effect a 5-year curriculum plan. Starting late last year and continuing through 1964, 9 courses will be repeated every year at each of the three regional training centers—Buck Hill Falls, Pennsylvania, Excelsior Springs, Missouri, and Pacific Grove, California. In addition, 3 or 4 new and experimental events designed to meet current needs will be offered each year.

Leadership development

A new trend which holds promise for supplying greater numbers of well-trained adult leaders in the years to come is the increasing emphasis being placed upon leadership development, rather than on leadership training. Many of the organizations, including the YMCA and the YWCA, the Boys Clubs of America, and the Boy and Girl Scouts, are spending large sums of money to develop junior leaders. Although much of this effort is devoted to filling the professional needs of the organizations, the programs have a beneficial carry-over effect in building up a large reserve of capable volunteer leaders.

Feeling behind the move is that the best leaders are those who have been participants at one time and who have shared leadership responsibility in their late teens.

No matter how the leaders are recruited or when their training begins, one thing is certain—that a simple hit-or-miss method of training leaders has no place in today's youth service organization. The skills and attitudes that adults have are very vital—they provide the only source by which the program actually can reach youth—and not one of the agencies is leaving this training to chance. In number of adults involved and in the amount of teaching material provided, the volunteer training classroom has earned a definite place in the nation's educational system.

framework for effective curriculum improvement

by Maurice J. Eash
and
Robert E. Chasnoff

STRANGE AS IT sounds, industry may be able to give education an assist in the problem of curriculum improvement. Some recent research in industry, dealing with descriptions of institutions as social organizations and with the feelings of the individual worker, can be directly applied to our problems in curriculum revision. Using these findings as a basis, we can design a framework that allows a systematic approach to research in curriculum improvement.

Two concepts form this framework: (1) the school as a social organization, and (2) the individual as an agent of the school.

People create social organizations in order to accomplish a goal. A school's goal is to help its students learn. In order to accomplish this goal, schools, as social organizations, devise appropriate activities and use material and personal resources. In order that students may learn history, for example, teachers group the students into classes or discussion groups and provide the students with such resources as texts, films and maps.

Similarly, teachers are caused by the social organization, the school, to work in specific ways to achieve its goals. They work in classrooms directly with students and they participate in curriculum improvement meetings.

Investigation of the school as a social organization requires a systematic method of analysis. Otherwise, the multifarious activities of a school leave the researcher, or curriculum worker, milling in confusion as he attempts to organize data into an understandable framework which describes the situation.

One systematic analysis is presented by Bakke and Argyris. From their researches conducted in various social organizations (economic, political, education, governmental and religious), they have evolved a framework of analysis embodying seven types of activities which characterize social organization.[1] Adapting their study to a school setting, we can use the following activities in analyzing a school as a social organization:

1. *Workflow activities*—those which directly bring about whatever product or service an organization is established to produce. The main workflow activities for teachers are teaching children, reporting to parents, handling clerical detail, and learning how to become better teachers.
2. *Authority activities*—those which direct the operations and the people performing them. For teachers, authority activities stem mainly from administrators, supervisors and other teachers.
3. *Reward and penalty activities*—those which threaten or persuade individual workers to function in ways which are beneficial to an organization. They may involve granting or denying salary raises or approval or disapproval of an individual's behavior or attitude.
4. *Perpetuation activities*—those which keep an organization supplied with the quantity and quality of people, materials and ideas the organization needs to maintain itself.
5. *Communication activities*—those which provide people with information that they need to do their jobs.
6. *Evaluation activities*—those which establish criteria and define levels of importance for people, materials and ideas. They may vary from a standardized testing program to a formal discussion.

Teacher as an agent of the school

While an organization functions through individuals to achieve its goals and purposes, the individuals, as they act in accord with the organization's purposes, also become agents of the organization. Thus, whether a teacher is receiving personal satisfaction from the job will greatly affect his behavior in the social organization.[2]

What is satisfaction to a teacher? Do some teachers derive satisfaction only from working with their pupils? Do some teachers need recognition by colleagues? By the administration? By the community? What part do salaries play? What must be inventoried in order to get an accurate picture of teachers' job satisfactions?

Again, a systematic analysis is used to aid a researcher in collecting and organizing his data.[3] The analysis of

[1] E. Wight Bakke, *The Fusion Process*. New Haven, Conn.: Labor and Management Center, Yale University, 1953, pp. 11–12.

[2] James A. C. Brown, *The Social Psychology of Industry*, Baltimore: Penguin Books, Inc., 1954, p.161.

[3] Robert Saltonstall, "What Employees Want From Their Work," Edward C. Bursk (ed.), *Human Relations for Management: The Newer Perspective*. New York: Harper and Brothers, 1956, p. 332.

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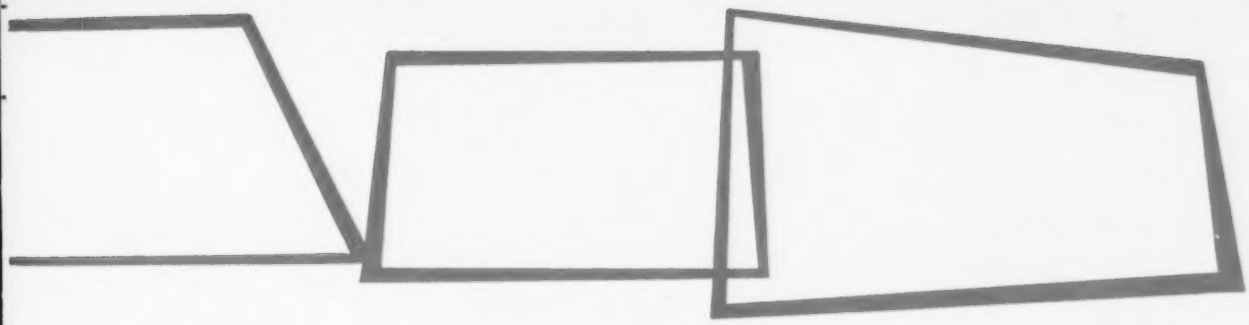

job satisfactions which may be adapted to a school is one which was developed by Saltonstall to inventory job satisfactions of industrial workers. He suggests nine types of satisfactions which workers, and also teachers, we can assume, seek from their jobs:

1. *Doing something worthwhile.* Teachers want to feel they are doing work which makes a difference and which leads to a goal.
2. *Having trust in leadership.* Teachers want to feel their leaders have their interests at heart and understand how they feel.
3. *Doing one's share.* Teachers want to feel they are carrying their fair share of the burden but are not receiving an unjust number of duties.
4. *Counting for something.* Teachers want to receive recognition for their work, and to feel they have status with their colleagues as well as with the administration.
5. *Making a decent living.* Not only do teachers need to feel they are receiving adequate wages but, also, that leadership is concerned with the problems of wages.
6. *Having a chance to get somewhere.* Teachers want to feel there is opportunity for continuing professional growth—both for improving the quality of present work and for possible promotion.
7. *Looking to a safe future.* Teachers want to feel that they are secure in their personal status with the school system. They want to know where they stand, and they want protection in case of sickness, accident or early retirement.
8. *Knowing what's going on.* Teachers want to be informed of events in the school system, especially those affecting them. Suspicion multiplies when information is spread by rumor.
9. *Enjoying conditions of work.* Teachers want to feel that the school system is making an attempt to provide an environment which will stimulate better teaching.

Implications for curriculum improvement

Educators have generally accepted the idea that curriculum improvement involves learning on the part of the individuals who are directly concerned with promoting the goals of the school. The teacher must first know the goals which the school as a social organization seeks to achieve. But along with his awareness of the school's goals, the teacher must feel that the proposed course of action will give him greater personal satisfaction than he presently enjoys. To the curriculum researcher or curriculum leader, therefore, knowledge of the data outlined above becomes imperative if he is effectively to implement a curriculum improvement program.

To illustrate, consider a curriculum meeting called by school authorities to improve the teaching of science. If the teachers in prior interviews fail to report that they perceive any relationship between the activities of the meeting and their classroom teaching, obviously the meeting will not accomplish its objective. The organization, then, has not been successful in making agents of the teachers for accomplishing the school's goal of effectively teaching children.

Or if an individual's need for job satisfaction is not met, the school's goals may not be either. The teacher who realizes little satisfaction from his job may seek personal rewards through other courses of action—perhaps by avoiding all but the barest contact with the school and becoming a 9:00 to 3:15 teacher, or through immature interactions with other staff members —to the end that the school's progress toward its goals is actually impeded.

In a recent study conducted in elementary schools, we found teachers receiving little or no satisfaction from curriculum meetings because they were antagonistic to the authorities. In interviews planned to secure data relating to the conceptual framework presented here, the teachers were failing to identify with the school's goals for the meeting. While they expressed deep personal satisfaction in their classroom teaching where they had personally identified goals toward which they could work, they viewed curriculum meetings only as additions to an already crowded schedule.

Enough research has been done to say that data-gathering based upon such a conceptual framework will open the way to a greater degree of predictability of human behavior in social organizations. A comprehensive picture of the social organization as seen through the eyes of the participants would clarify much of the confused, mysterious behavior which has puzzled curriculum researchers and others who try to improve our social organizations.

In sum, we can say that curriculum improvement requires a human relations point of view. Only as a teacher becomes aware of the school's goals, and finds satisfaction in seeking the same goals, will he be effective in the process of curriculum improvement.

MAINTENANCE

Marriage of Old and New Facilities Creates Housekeeping Problems

ABINGTON, Pa.—A piecemeal expansion of school systems and college campuses across the country may be justified in the face of an over-abundance of students and a shortage of financial resources. But the frequent additions of classroom or dormitory wings to already existing buildings—in a strange marriage of the old and the new—create school upkeep and maintenance problems that keep many a business manager awake nights.

The case is well illustrated by this upper middle class suburban community 12 miles north of Philadelphia. Abington is by no means a new post-war community. It is typical of the older, once almost rural, suburb which has mushroomed until it has now become part of one large urban center.

In 1950, Abington's population was 28,000. Today it is 54,000 and expected to reach 65,000 by 1970 if the population continues to grow at the present rate.

The Township's school system has been forced to keep pace. In 1948, its school plant was valued at $2.5 million. Today its 11 elementary buildings, three junior highs, and one senior high have a $15 million price tag on them. In enrollment, the system has 9,325 students this year compared to 4,309 ten years ago.

Yet, while experiencing this phenomenal growth in school plant and enrollment, the district has built only three new schools since 1930—and these have all been built since 1955.

How, then, has the school board met the demand for increased facilities? By the only alternative that was available to them—an extensive program of remodeling and enlarging existing buildings. While the district's school plant increased $12.5 million in value during this period, $4.5 million of this was accounted for by additions. A new senior high school accounted for another $6 million and two new elementary buildings accounted for the remaining $2 million.

In several of the district's elementary schools, the original building now represents a very small part of the classroom space in use. In the course of making two and three separate additions, says business manager Henry Daum, some of these buildings have been expanded from a core of six classrooms to their present 20 or 22 classrooms. Since the district didn't have enough money to tear down the original building and erect a new school, it chose the cheaper method of adding classrooms, Daum explains. The district is allowed to borrow only 7 percent of the assessed property valuation, and even relying on classroom additions, the limit on borrowing power was reached half a dozen times.

Although the program of additions has helped solve the classroom shortage, it has created other problems in the area of maintenance. The marriage of old and new facilities in the same building makes it more difficult to carry out an effective program of maintenance, Daum points out. Some of the problems can be anticipated ahead of time, but many mechanical problems arise that simply don't exist on paper.

Daum illustrates this by reciting some of the many headaches caused when coal burning furnaces were taken out of the schools and replaced by new oil burning furnaces. The same boilers were used in the same

First addition | Original plant | Second addition

View of the modern Ivanhoe Elementary School in Gary, Indiana, showing its walls of Natco Uniwall. The buff colored vertical walls show Uniwall's exterior rugg-tex finish. The light green panels under windows show a unique use of Uniwall's interior face installed in reverse. Architect: Jos. P. Martin & Assoc.

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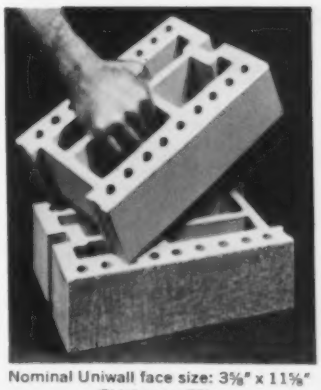

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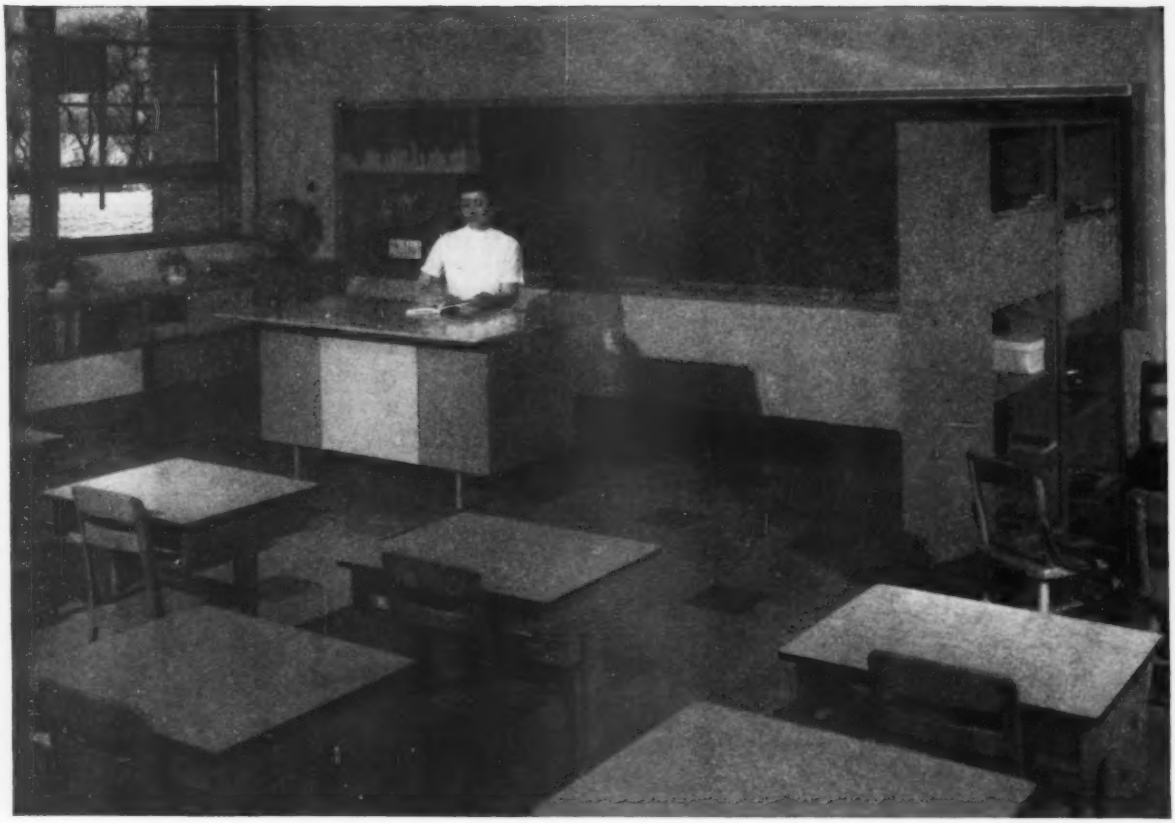

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boiler rooms, he says, and in many cases the heating system throughout the school was not remodeled. As a result, some buildings have heat controls and unit ventilators 30 to 40 years old and others less than a year old in adjacent classrooms.

A quarter of a century ago, Daum points out, temperature control was quite casual. People relied on the windows for ventilation and were content to live within a wide range of temperatures. Today people's standards are higher, and if temperature and humidity are not closely controlled, they complain that it impairs their efficiency.

This is just one of the many problems that arise from building up a school piecemeal and not sweeping away the old building, Daum says.

Standards of operation and maintenance care have risen tremendously. "Trying to maintain proper health and sanitary conditions by modern-day standards in antiquated facilities is almost impossible," he contends.

As for electricity, Abington's schools were, for the most part, built in the first quarter of the century and they were wired to meet the demands of that time. With the stronger lights now being used and the multitude of electrical equipment—everything from fish aquariums and record players to shop tools and cleaning and maintenance equipment—"our meters were just jumping off the wall," Daum complains. Fuses kept blowing out, in the oddest places and times, and teachers were told they could not use certain types of equipment.

Most of such problems have been corrected at considerable expense, but a few remain to plague maintenance men from time to time.

Maintenance and day-to-day upkeep of the schools is further hampered by the contrasts in construction within the same building. Wooden floors in the older section of a school require different care from the asphalt tile floors in the newer sections. When worn, the tiles can be easily replaced, but wooden floors pose a more difficult problem. Plaster walls in the older sections have been painted over so many times that it's practically impossible to paint them again, Daum says, while painting in the newer parts is greatly reduced as efforts have been made to get as little exposed painted surface as possible. Extensive use of cinder block and glazed brick cut painting to a minimum, he explains.

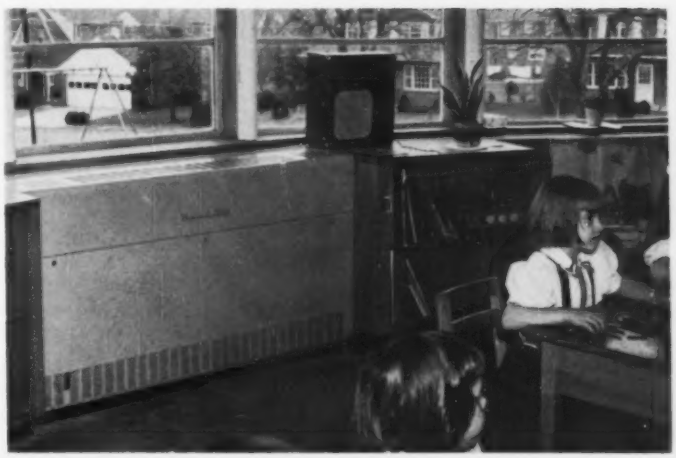
Daum is aware that even if he had as large a maintenance staff as he could ideally use and all the money that was needed, his problems wouldn't be solved overnight. But he's making a determined effort in both manpower and finances to get the maintenance program on a sound footing.

As a first step, Daum is gradually initiating a preventive maintenance plan, rather than the "pot luck" method that has been used up to now. Currently, Abington has an 11-man roving maintenance force under the supervision of maintenance engineer Nathan S. Trump. The force is composed of specialists—a roofer and assistant, an electrician and assistant, a plumber, a temperature control and oil burner specialist, two carpenters, two painters, and a small hardware man who caters exclusively to locks, hinges and assorted accessories.

Both the roofer and the small hardware man are already working on a preventive maintenance basis. The latter inspects buildings regularly, making a complete tour about every two weeks. Because of the close inspections, almost all emergencies in this area have been eliminated and practically none of this work is done by requisition.

The roofer has also been on a preventive maintenance schedule for about the past two years. Previously

Two types of heating systems and two types of flooring in the same school—which require separate maintenance operations.



the roofing work had been done on a contract basis. Although Daum finds the short term cost is about the same, long range savings are likely to be considerable. "Before," he says, "when the roof leaked, we called the repairman. Now with our own roofer, we get to the bad spots before leaks occur and save damage and aggravation."

The rest of the program is done on a requisition basis, with work determined by weekly reports submitted by building principals. This means that work is dictated by what goes wrong and the principal's understanding of the trouble, Daum explains. "Our goal is to catch the trouble before emergencies arise which may disrupt the educational program." The men can't work on an emergency basis eight hours a day, five days a week, he adds.

But before the day-to-day program can be put on a preventive basis, Daum says that more men and money will be needed to break the log-jam of daily emergency work that has accumulated. A second carpenter was just recently hired, and another electrician, a plumber's helper, and an appliance repairman are particularly needed before any further changes can be brought about.

Search for a workable budget

As far as finances are concerned, Daum has been conducting a lengthy campaign for adoption of a more realistic maintenance budget. "It is inevitable that as expenditures increase for other aspects of the school budget . . . the pressure to restrict the maintenance budget becomes greater. It seems more important to spend dollars for teachers and books than for upkeep of buildings." Preliminary budgets are often brought "into balance" by reducing proposed maintenance expenditures.

To remedy the situation, Daum makes two recommendations:

- Discontinue exclusive dependence on the maintenance budget as a source of items to be cut for budget balancing. If cuts are necessary, they should be made in all sections of the budget.
- Establish a floor under the building maintenance budget based on some acceptable percentage relationship between building replacement values and maintenance expenditures. This would permit advance planning for maintenance to begin at any time during the school year. Work priorities could be established based on information at hand rather than on budget-balancing considerations. He specifically suggests that the budget for maintenance of buildings and equipment shall not be less than 1.75 percent of the latest replacement values of all school buildings.

If these recommendations are adopted, Daum believes it will give the maintenance program a chance to "really get set." Up to now, the rapid expansion has consumed any spare funds for the building and remodeling program.

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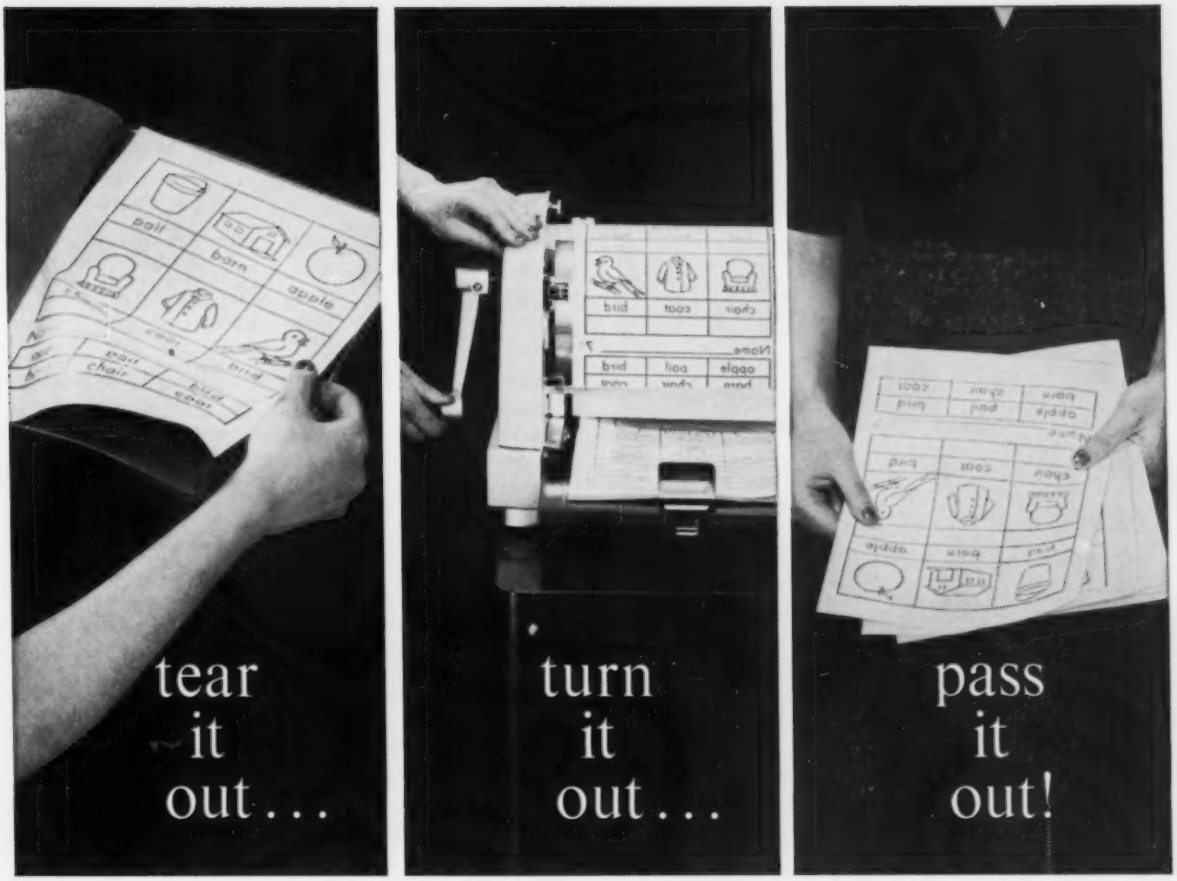

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DO RESTRICTIVE POLICIES CURB TEEN MARRIAGES?

by Lee G. Burchinal

HIGH SCHOOL MARRIAGES have been steadily increasing since 1940, with many students wishing to combine marriage and a high school education. But these marriages are presenting school administrators with the problem of determining under what conditions, if any, married students may continue school.

Some schools have adopted "tough" policies, keeping married students only under terms of probation or exclusion from extracurricular activities; the most uncompromising of these policies either require or strongly urge that married students withdraw altogether from school.

"Tough" policies combine punitive and preventive measures, the main idea being that high school students should not "get away" with their marriages. Preventive actions focus on the idea that students contemplating marriage may not go through with their plans when they realize the ensuing consequences. These policies probably reflect the fears of school personnel that married students will divulge details of their sexual life to unmarried students or that, when both spouses attend the same school, there might be excessive displays of affection. It is maintained that these actions would only cause difficulties in relationships among the unmarried students.

Yet there are other schools that apparently discount the values of "tough" policies and are willing to risk the attendance of married students. What are the thought processes involved here? What type of policy has greater merit? And what are the effects of these different policies on high school marriage rates?

A recent survey of Iowa schools tested whether or not restrictive attendance policies for married students had any effect on the marriage rates at these schools. The schools were categorized by the degree of their policies (from restrictive through intermediate to permissive). The survey incorporated the 10th, 11th and 12th grades, and the number of students in these grades who married in 1958. Results in the accompanying chart show the relationships among school size, restrictiveness of school policy and the incidence of high school marriages.

The first impression the chart gives is that marriages are more prevalent among high school girls than boys; these figures merely reflect the usual pattern of bridegroom age differences in the United States. It was discovered that girls who married before graduation generally dated and subsequently married boys who were not in high school; only 12 percent of the 740 girls represented married high school boys.

The second impression is that school size and policy restrictiveness combine in ways which make it hard to assert that restrictive policies are successful in preventing or minimizing marriages. For the total number of girls,

Lee G. Burchinal is an assistant professor of the department of economics and sociology, Iowa State University, Ames, Iowa.

Effect of policies on teen marriages by degree of restrictiveness, size of school and sex of students.

	Girls					Boys				
School enrollment	**0-49**	**50-99**	**100-199**	**200+**	**Average**	**0-49**	**50-99**	**100-199**	**200+**	**Average**
Most restrictive: *percent having one or more married students*	**20.0**	**46.7**	**77.8**	**76.9**	**50.0**	**0.0**	**13.6**	**21.4**	**62.5**	**19.6**
Intermediate: *percent having one or more married students*	**28.6**	**61.0**	**67.4**	**77.8**	**57.5**	**6.5**	**20.0**	**12.1**	**48.5**	**19.5**
Non-restrictive: *percent having one or more married students*	**41.7**	**48.1**	**75.0**	**90.9**	**61.3**	**20.9**	**18.6**	**29.8**	**69.2**	**31.7**

50 percent of the most restrictive schools reported at least one marriage in 1958, as did 58 percent of intermediate policy schools and 61 percent of the nonrestrictive schools. This percentage pattern was observed in schools with enrollments of less than 50 to ones with 200 or more.

The mean numbers of female students who married in 1958 were similar within each enrollment category, regardless of the restrictiveness of attendance policies. The one exception occurred among schools with largest enrollments, where the mean number of married girls was about equal for the strictest and intermediate policies (3.6 and 3.7, respectively), while it was much greater (6.8) in schools with no attendance limitations. The means for the total group of schools were identical for the strict and intermediate policies (1.2). Nonrestrictive schools reported, on the average, about one more married female student.

It is evident from the chart that policies tend to be more lenient with boys than with girls. Of the 415 schools which reported all the necessary data for girls, 21 percent were restrictive, 41 percent took an intermediate stand and 38 percent had no restrictions. Data on boys were reported by 388 schools, of which 14 percent were restrictive, 34 percent intermediate and 52 percent nonrestrictive.

The relationship between restrictiveness and frequency of marriages of high school boys was slight for the total group of schools. The mean number of married boys was identical for restrictive and intermediate schools (0.3). A greater number of permissive schools reported one or more high school husbands; however, the mean number of married students (0.5), was not much greater than that of the more strict schools.

Schools with small enrollments and restrictive policies reported no male marriages; of the intermediate schools, 6.5 percent reported one or more marriages. Small, nonrestrictive schools had at least one marriage among male students. But mean differences were small: 0.0, 0.1 and 0.3 for strict, intermediate and permissive schools, respectively.

In the larger schools, the mean number of married boys was not substantially different among the three policy levels. Fewest marriages were reported by intermediate policy schools.

The survey indicates that restrictive policies are not successful in preventing or even curtailing high school marriages. Actually this is not surprising. Students who have decided to marry aren't likely to be dissuaded by the threat of being barred from school. Also, additional statistics obtained in this study revealed that approximately one-half of the girls and about 80 percent of the boys who married were involved in pre-marital pregnancies. To the extent that these marriages were not freely planned, school policies would be irrelevant to the decisions reached by the young people and their parents.

In Iowa and many other states, attorney generals have presented opinions regarding this attendance policy situation. Actually, automatic suspension of married students generally has no legal basis. Restrictive policies, in addition to being illegal or extralegal, have little effect on marriage rates, anyway; if they are to be kept, they must be justified on other grounds.

The present survey relates only to marriage rates, not to administrative concern about the effects married students might have on their classmates. It hardly seems likely, though, that married students who are serious enough about their education to want to finish high school are going to present major discipline or behavior problems. There have always been sufficient grounds for expelling disorderly students; troublesome married students can be handled in the same way.

Adopting restrictive policies penalizes students who freely elect to marry or who are involved in a pregnancy and decide to marry. Long-range trends in American marriage patterns indicate that young people are marrying at an earlier age. As a result, we are faced with the prospect of having more and more high school students marrying, all of whom cannot be refused an education. We are also faced with updating our views on sex and human nature, which are largely responsible for misapprehensions regarding the behavior of married students. In arriving at policy decisions, therefore, we have to consider the value and fairness of an education for married students as well as for the bulk of our youth.

OV-238

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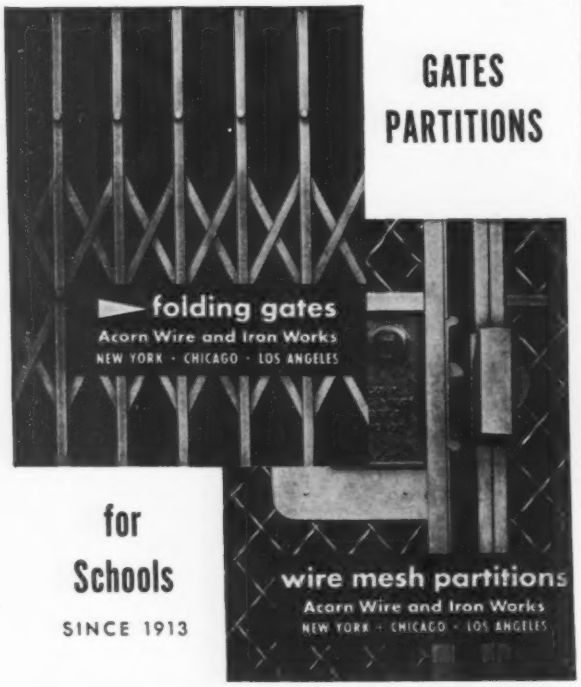
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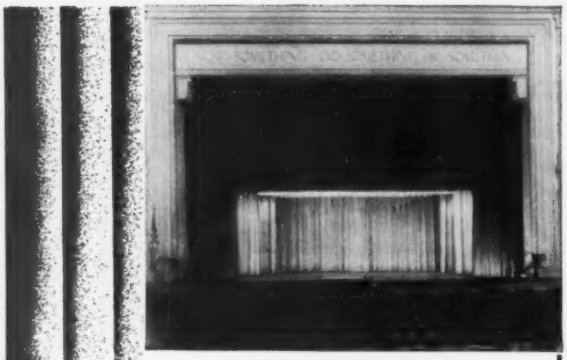

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WANTED: more tools for education

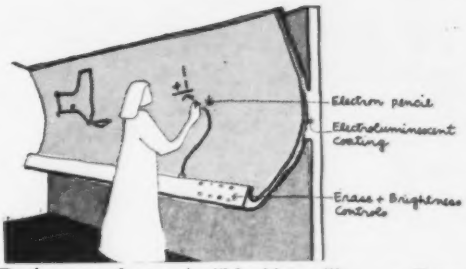
Last month in our "Tools for Education" insert we asked a few educators and architects to tell us what tools not yet invented they would like to find in the marketplace. The wealth of suggestions in response to the call makes us wonder about this technological age! Here are 19 more, courtesy W. W. Caudill, N. L. Engelhardt, Jr., Harold Gores, Harold Howe, Lawrence Perkins and Peter Tarapata. And we'll continue the list next month.
—Ed.

Tips to manufacturers—school people would like to find these tools available:

- A sanitary wall surface to which lipstick, pencil marks and dust will not adhere.
- An overhead projector that will give a 6′ × 6′ picture at a 6′ projection distance, plus a teacher's desk with such a projector built in.
- A resilient floor material dense enough to resist dirt.
- Short science films which can be shown separately or be clipped together and shown in any combination.
- Thin-line china marking pencils for overhead projector transparencies.
- A typewriter typeface of large size for making labels for library books and film transparencies.
- A microprojector that can be used in a lighted room with an image clear enough for 30 students.
- "Reflex" copy paper that can be hand pressed over material to be copied—duplication without machines.

In place of chalkdust, the architects offer (and illustrate) the following suggestions:

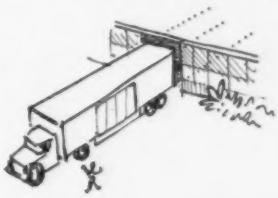
- Use scrolls of paper that unwind across the teaching wall, to be written on with crayons, pens, pencils, etc.
- Make a wall hung audio-visual screen (whose brightness can be adjusted so that no room darkening is needed) on which the teacher could reproduce her own material through a small electronic desk set.
- Design an electronic wall panel on which maps, charts or written material can be shown by operating a control box, eliminating roller maps.
- Use overhead projection from the teacher's desk to a projection wall.



- Design an electronic "blackboard"—a wall surface with electroluminescent coating, to be written on with an electronic pencil, with erase and brightness controls.

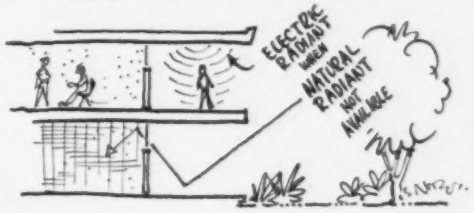
Attention university, foundation and county officials:

- Outfit truck trailers with specialized laboratory equipment, that can be "plugged into" and shared by various schools.

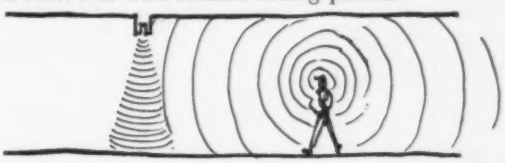


Architects and builders take note:

- Design an auditorium with an entirely adjustable floor and with lights and curtains on travelling beams and with all seating movable.
- Put ceilings to work: use them for hanging displays and equipment, and for storing temporary partitions, projection equipment, books and records.



- Keep outdoor balcony corridors comfortable, dry and snow-free with radiant ceiling panels.



- Create good acoustics in large spaces by "wiping out" unwanted sound waves electronically.
- Try putting a 4-classroom cluster under a geodesic dome.

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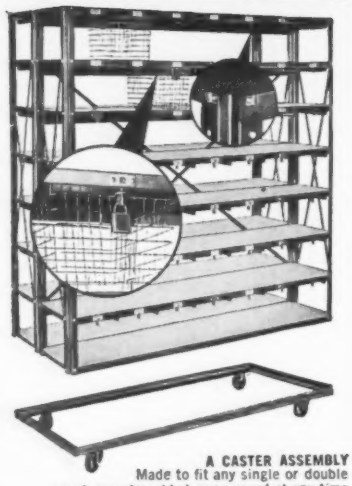

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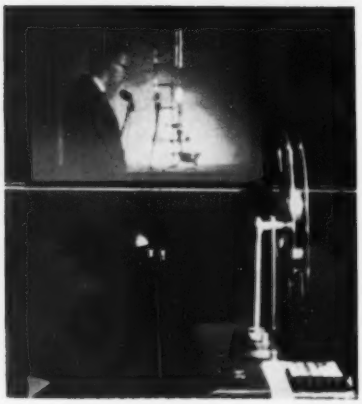


Akron freshmen view lab experiment.

AKRON, OHIO—Believing films to be one answer to the problem of expanding enrollments and faculty shortages in our colleges, Thomas Sumner, head of the University of Akron's department of chemistry, recently completed a series of 30 color movies, covering a year's laboratory work in freshman chemistry for non-chemistry majors.

After three semesters of testing, the films have been included in the school's regular curriculum. Some of them are also being used to complement laboratory work for freshman chemistry majors.

The University of Akron, Ohio, expects its day student enrollment of 2,500 to double by 1970. Dr. Sumner estimates that substituting films for laboratory work normally performed by freshman engineering students taking general chemistry will save 630 man-hours a year.

"That's roughly the equivalent of one full-time instructor released for more productive educational activities," says Dr. Sumner, "and a savings of about $7,000 a year." Dr. Sumner also foresees savings in lab space, equipment and chemicals.

Dr. Sumner decided to make the films after a search for a ready-made product proved fruitless. Naturally, economy was a prime consideration. Total cost of the 30 films was about $30,000, of which $23,000 came from the Fund for the Advancement of Education. The balance was covered by the university.

Actual production of the films was kept as simple as possible. It was decided that using a single system—or optical—sound track would be considerably cheaper than adding a sound track to the completed film.

"Doing the sound at the same time as the filming made it a bit hard on the narrator," Dr. Sumner says. "However, the realism of clinking glassware, bubbling liquids and small explosions more than compensates for lack of a perfect lecture."

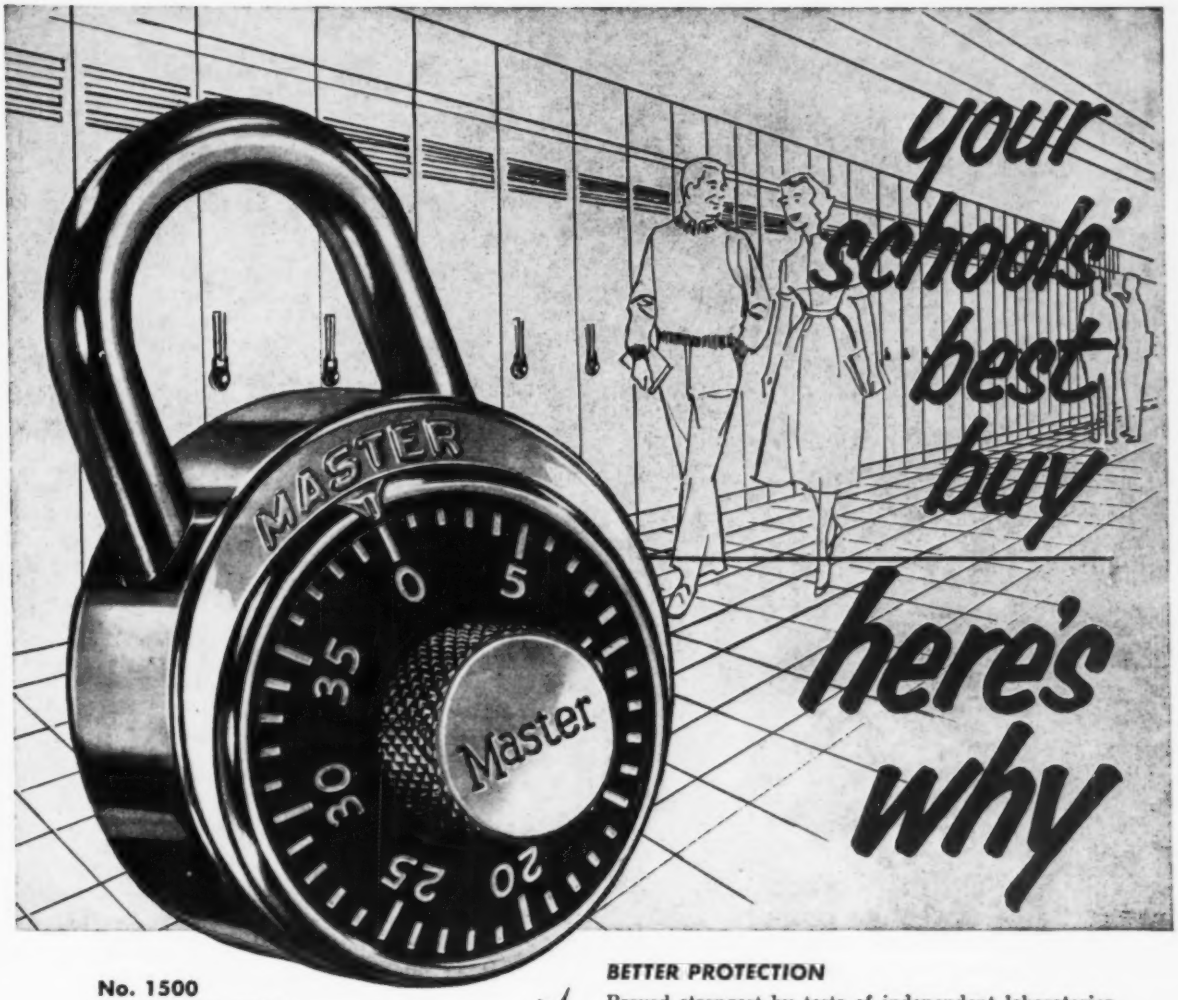
Filming time for each lab experiment ran from seven to nine hours, including the dry run. Each final product runs approximately 25 minutes. Actual running time was cut by excluding normal laboratory time delays. An average of 1,200 feet of film was used for each experiment.

"Many of the filmed chemical reactions may be seen more clearly than some 'live' reactions," says Dr. Sumner. "We were able to show subtle color changes that normally are difficult to distinguish."

Dr. Sumner and his co-workers say students liked the film series for a number of reasons: 1) they spent less than half as much time in lab sessions; 2) they did not have to search for chemicals; and 3) they did not have to wait long periods to see final results of their experiments.

The University of Akron hopes to have reprints of the chemistry films available soon. Coronet Films will handle sales and distribution.

Those associated with the project feel the series is not only valuable in itself, but has opened up other vistas. Plans are already underway to investigate the possibility of using films in other subjects such as nursing biology and microbiology.



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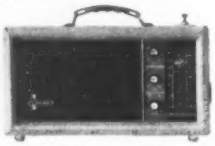

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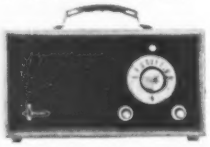

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"Language has not been considered a 'TV natural,' as is a lab science course, replete with opportunities for demonstrations and visualizations," C. Wesley Lambert, TV production supervisor for the University of Texas, told educators at a recent seminar of the National Association of Educational Broadcasters.

The challenge offered the TV production crew and language educator, therefore, he explained, is to introduce new and different techniques for demonstrating or visualizing the verbal material.

Classroom lecture situations, he said, lack visual impact and fail to utilize fully the potentially excellent teaching tool of closed-circuit television. To achieve its goals, closed-circuit TV instruction in foreign languages must employ special effects and display devices that far outreach the mode of a typical classroom lecture situation.

Mr. Lambert illustrated his stand by describing the programming of an upper division German course presented at the University of Texas via closed-circuit television.

"We used a conventional instructional setting," he said, "consisting of three major visual displays: a four by six-foot green surfaced chalkboard; a 30 by 40-inch interchangeable display area; and a 'conjugation' chart." These displays were arranged so that the instructor had equal access to each.

The 30 by 40-inch interchangeable area was actually three display areas in one: a magnetic board; a black super area; and a rear projection screen. All of these areas were available for use in any given program.

The magnetic board was used to show word order in German sentences. Vocabulary words were printed in 72 point type on individual cards attached to magnets. The rapid, flexible and graphic manner in which the magnetized words could be rearranged made it a natural for showing the intricacies of German sentence structure, he said.

Mr. Lambert put particular stress on the "conjugation" chart or board. The inflectional nature of the German language was shown graphically on this device. "Changing endings on nouns, pronouns and adjectives were not only *shown* on the chart, but shown *changing*," he said.

Changes in word endings were demonstrated by adjusting movable strips on which the suffixes were printed. The appropriate endings were thus brought into view. Word stems, horizontally aligned with their proper sets of endings, appeared on stationary overlay cards. Windows cut in the overlay card were used to reveal appropriate letter changes within the stem.

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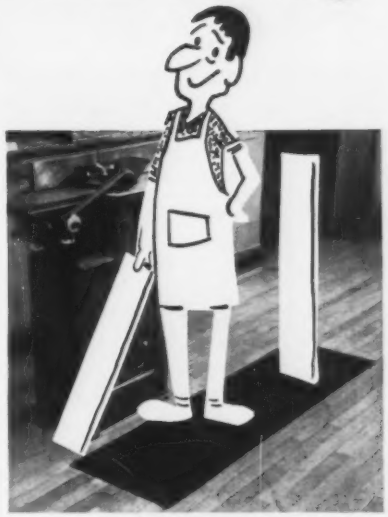

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Hastings kindergarten class is on camera for "Blackboard."

Tv proves a p/r tool

HASTINGS, Neb.—When a survey showed that some 20,000 viewers tuned in to *Blackboard,* our public information program telecast over a local station, we knew we had tapped the right tool in our plan to increase the flow of information on education to local communities.

Our program began two years ago when the board and administration of the Hastings school system joined with the neighboring system of Grand Island to explore the possibilities of television as a new public relations medium. Representatives of the local station KHAS were as eager to make their facilities available for the venture as we were to use them. Prime evening time of 7:00 to 7:30 was allotted on alternate weeks and given as a public service without charge. Coordinating work was done by personnel from both schools and the station.

The twelve programs that were presented in our first *Blackboard* series covered these topics: the role of the board of education; adult education; mathematics; special education; physical education; terminal education; reading; counseling and guidance; junior high school; science; social studies; and curriculum. These were intentionally broad in scope in order to give the patrons an overall school picture. Response was enthusiastic. Parents and other citizens urged that the program be continued, some suggesting other topics they would like to see covered on future programs.

Blackboard has now been stepped up with a third school partner, Kearney, and a once-a-week format. The scope of the programs has been narrowed so that we might pinpoint specific portions of subject matter areas.

In addition to being an excellent public relations medium for giving the public an insight into school problems, *Blackboard* has given added impetus to the improvement of instruction in all areas in the three participating schools. Teachers and students, whether participating in the programs or viewing them at home, have been helped to see the continuity in the subject fields as developed through grade levels, from kindergarten through the 12th grade. It has also brought teachers together in morale building situations by enabling them to see the value of their work as it is used by other teachers in higher grade levels.

By Merrill R. Penney, assistant superintendent, Hastings, Nebraska, Public Schools.

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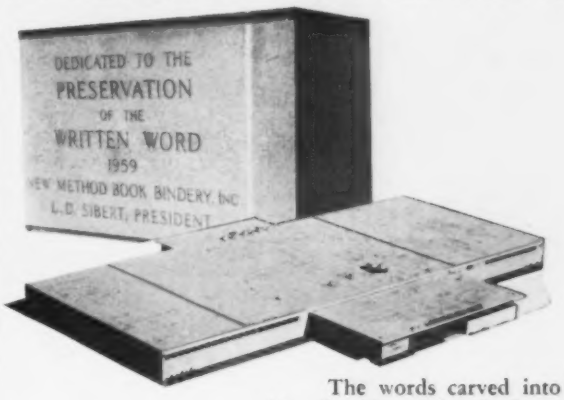

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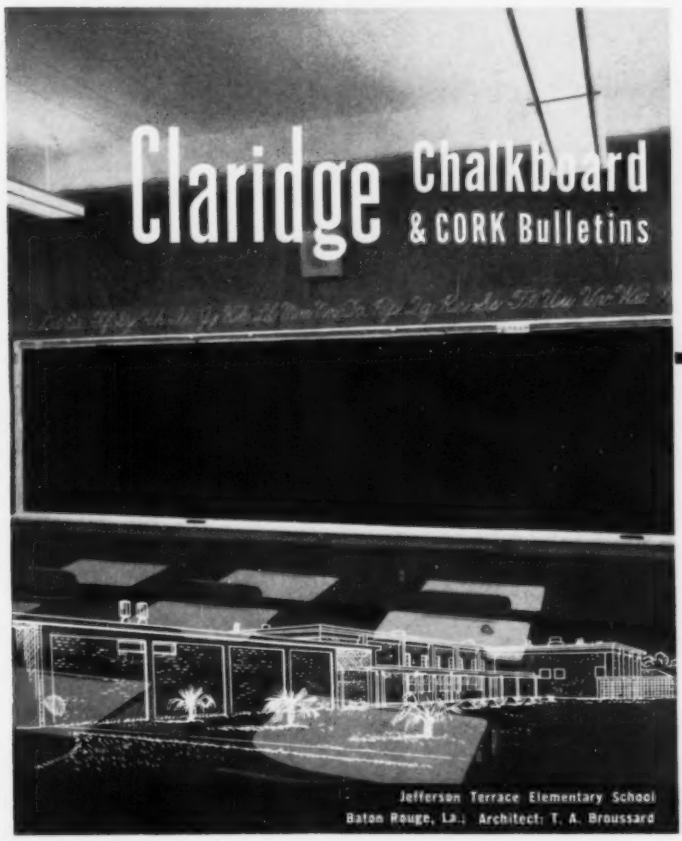

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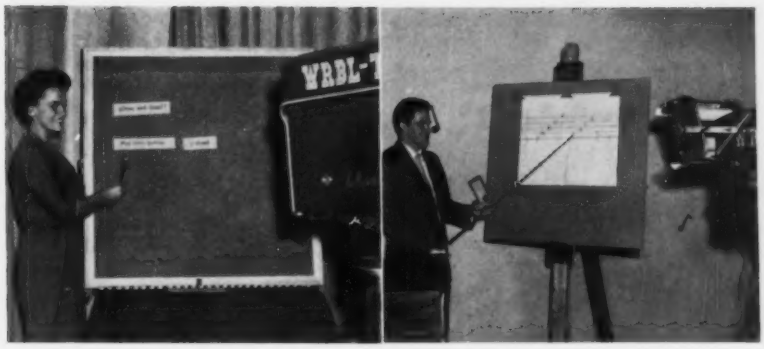

Spanish and the scales are explained to viewers in Muscogee.

Music, language instruction on open-circuit tv

COLUMBUS, Ga.—Last summer, the Georgia State Department of Education, as part of its plan to develop a statewide television network for educational programming, offered the Muscogee County school system the opportunity of sending two teachers to a television workshop.

Teachers in the fields of music and foreign language were chosen because of school officials' feeling that these two areas of study could benefit most from televised instruction.

The regular music program in the Muscogee County system called for special music teachers to get around to classrooms once each week, and sometimes less often. With the addition of television, pupils now have music almost daily.

Foreign language was taught in the high school grades in the Muscogee system, but not in the elementary school. Television now provides elementary school children with foreign language experiences.

School officials were so pleased with the results of the workshop that they approached the managers of two local television stations with requests for public service time.

The station officials of WRBL-TV and WTVM generously provided time slots of 15 minutes each to the experiment, and school officials released the two teachers from other duties for sufficient time to prepare and present their television lessons.

Both television programs use resource people from the school system and the community. Regular teachers also appear as guests, and visitors with special talents enrich the programs and demonstrate relationships among subject areas.

Response to the programs has been encouraging. Laymen and school folk alike have indicated the project should be continued and expanded. Schools in outlying areas, where music and language teachers are not available, are enthusiastically receiving the programs.

The Muscogee County school system has decided that television: 1) enriches educational experiences for children; 2) employs the talents of superior teachers to better advantage; and 3) gives parents a better understanding of the objectives of education.

As proof of the effect of television on parents' attitudes, school officials report that parents have changed lunch schedules in order to be at home for the Spanish and music lessons. Parent-teacher groups have also pitched in with projects to provide television receivers for schools.

Teachers and school officials are now enthusiastically planning for more effective use of educational television. Their plans include wider use of commercial stations, development of a statewide educational television network, and development of a local station as part of this network.

By James Y. Moultrie, director of instruction, Muscogee County School District, Columbus, Ga.

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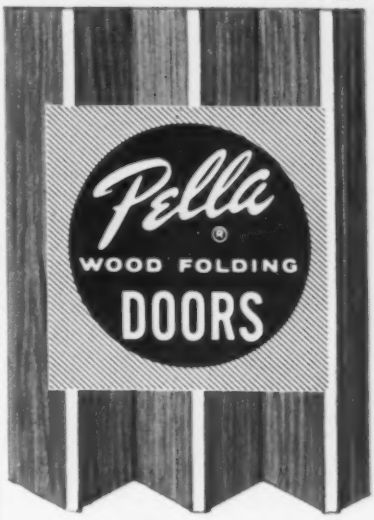

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PLANT NEWS BRIEFS

systematic evaluations enhance school building economy

THE FIRST STEP toward building economy involves the preparation of a space budget as an element in the detailed program of requirements for a school building project. After studying the new structure's needs, the staff, school administration and educational consultants define the functions of the building as an educational tool. The space budget defines the area of each educational space that is needed and then includes an estimate of the gross area of the building. The difference between net area of needed spaces to do the job and gross area is made up of circulation, building services, wall thicknesses and the like.

Once the program has been agreed upon, the budget takes on more than ordinary significance as a bench mark against which to measure the architect's plans. This is not to imply that the space budget should never be modified. However, careful rechecking against the budget will help to keep the building from unwittingly growing like "Topsy."

Adherence to the space budget is a major criterion in a system of periodic plan reviews. There are other criteria that can be applied in the field of economy, not to mention those that are more directly related to the effectiveness of the plan as an educational space. To illustrate, a brief summary of the appraisal made by Englehardt, Englehardt, Leggett and Cornell, Educational Consultants, of three sketch plans by the architects, Miller, Hiett, Hockett, Dronberger & Arbuckle, of the addition to the Northside Elementary School in Hutchinson, Kansas, may be illuminating.

The Board of Education and superintendent of schools had succeeded in enlarging a small site in the center of Hutchinson until almost a city block was available. An addition, replacing another downtown school, is to be built on the site. The existing building will remain until funds can be found to replace it. At that time, the completely new school will be an orderly, attractive building with 18 classrooms, two kindergartens, two rooms for atypical children, an all-purpose room and auxiliary spaces. The school should be preferably of one-story construction, using a minimum amount of the site, and so arranged that playground noise will cause minimum disturbance of classroom activity.

The three early sketches that are illustrated (see opposite page) were second studies selected for further exploration. These were subjected to a critical analysis by the consultants. The buildings were all within the space budget, ranging from 22,540 square feet to 24,975 square feet for the initial construction, as against a budget of 25,000 square feet. Although building *B* was the lowest area for initial construction, it had the highest area when completed. Building *A* was 23,840 square feet in the initial stage and had the least area ultimately.

A study of linear feet of perimeter walls showed that *A* had somewhat less than *C* and substantially less than *B*. In the initial construction *A* had 20 interior and exterior angles in perimeter wall construction; *B* had 28; and *C* had 30.

In comparing corridor lengths *B* had the advantage since a good deal of travel in this plan was either outdoors or through classrooms. The long central corridor in *B*, however, would be difficult to handle, while in *A* there was an interior court every 70′ to break up the institutional character of the corridor.

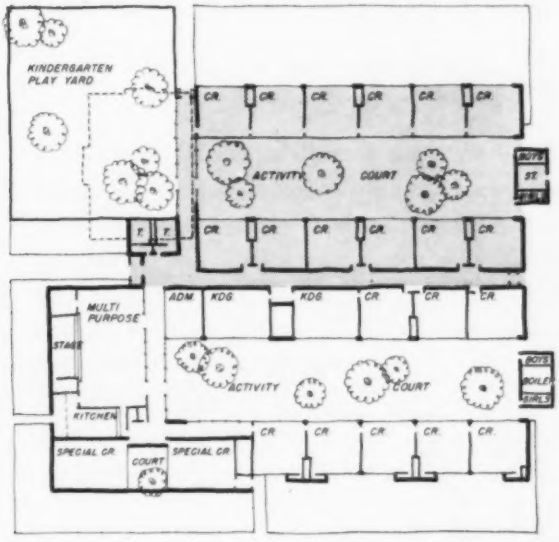
The shading of exterior glass walls for heat and, to some extent, sun control would place *A* at an advantage over the other two schemes. In studying plan organization, the repetitive four-classroom unit should lead to a simple structural module. A number of points of advantage and disadvantage of each plan were raised, involving location of kindergarten rooms, access from stage to classrooms for use as dressing rooms, and the like.

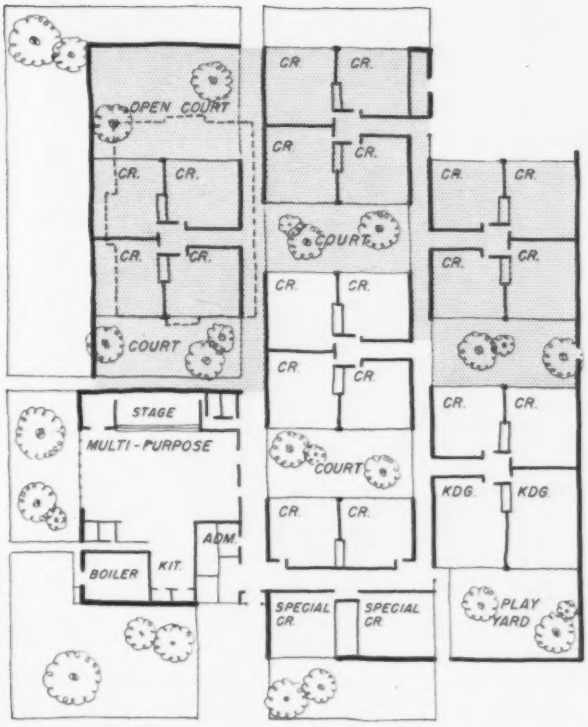
Scheme *A* uses the site better than the other two approaches and leaves more site in a more useful shape. The courtyard serves only four classrooms and the quiet activities are fairly well screened from the noise of the play area. Scheme *A* was preferred on the following criteria: area, efficiency and number of classrooms; perimeter; corridors; sunshading; plan organization and site relationships. It was recommended that Scheme *A* be selected for further study; a number of points were proposed to which further study should be given as the plan is refined.

What is illustrated is that a systematic evaluation of schemes can provide a clearer insight into the strengths and weaknesses of a plan, and can be the basis for further plan improvement. The evaluation procedure should be applied at several check points during the planning process as the building moves from ideas to working drawings and specifications. The result will be a better educational building and a more intelligent investment of money.

three proposed plans for elementary school . . .

Plan A has the least amount of linear feet of perimeter walls—20 interior and exterior angles in perimeter wall construction. The design incorporates an interior court every 70 feet to break up the institutional feeling of its corridors. This plan also uses the given site more creatively than Plans B and C, leaving the surrounding area in a more useful condition.

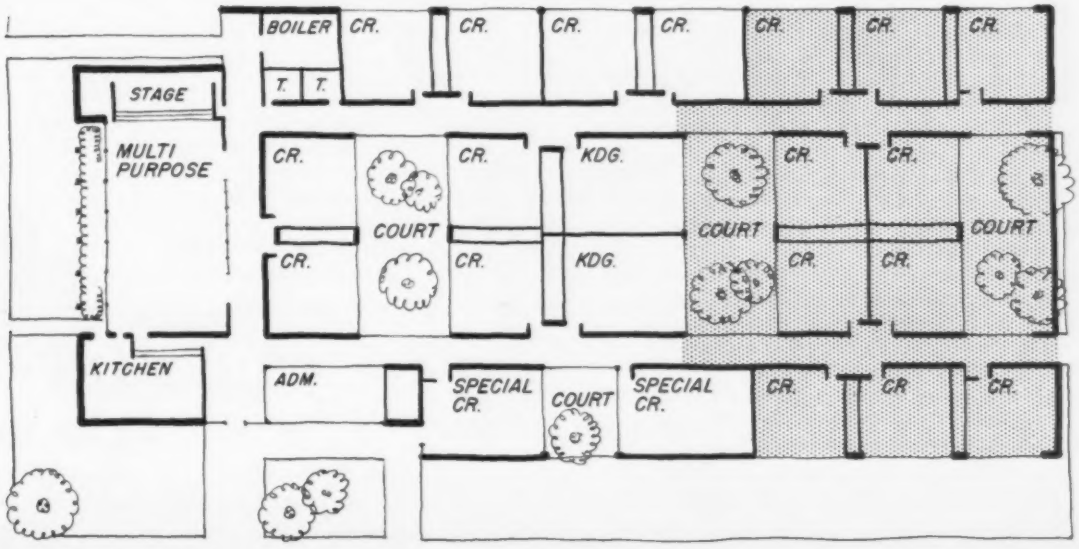




B

Plan B had the lowest area for initial construction but the highest area when completed. B's one advantage was its corridors, which take into account the fact that much travel in this plan would be outdoors or through classrooms. Plan C, after analysis, had the least to commend it for adaptation.

C



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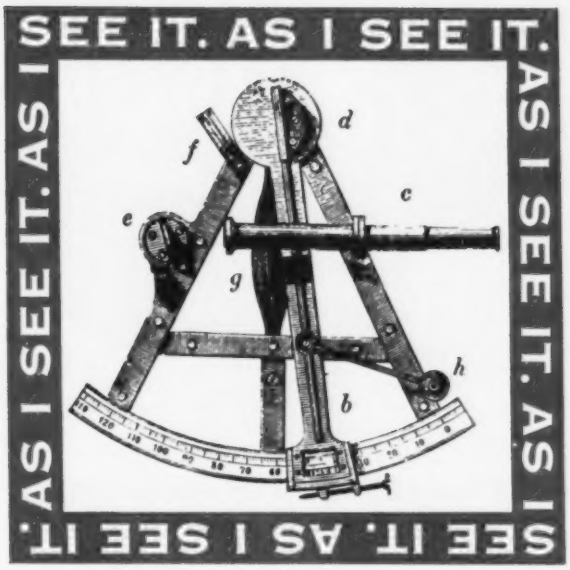


comments on the current scene

by Walter D. Cocking

Are We Losing Our Moral Strength?

HISTORIANS ASSOCIATE the decline and fall of nations with the loss of moral fibre by its people. Ancient Greece and Rome are examples. In more recent times, Germany under Hitler could be cited. Many of us are disturbed in 1960 as we see unmistakable signs in many areas of the same phenomenon in our own country today. We should ask seriously, are these signs temporary and therefore inconsequential, or are they becoming deep seated? In any case, we must find ways of eliminating them from our society.

The recent television quiz shows and "payola" scandals are a case in point. Most disturbing is the complacent and unconcerned attitude of the general public. As I see it, the "don't care" attitude of the public is far more indicative of what is happening than the alleged hoax perpetrated by television networks, advertising agencies and the contestants themselves.

Each day the daily press reports many crimes throughout our land. And what happens? Nothing much. People seem to expect such things. There is little sense of a violated public. The apathy with which the American people respond to the growing crime situation can only be explained as a lack of feeling for individual or group responsibility. Of course crime will flourish in any society where the public is indifferent to it. Even the most efficient peace officers can do little without an alert and vigorous public consciousness.

Then there is the highway situation. Scores of accidents occur every day and they are intensified on weekends and holidays. Not only are millions of dollars of property destroyed, but thousands are killed and maimed. The situation grows worse daily. While highways and machines are improved, the toll of accidents continues to mount. And no one seems unduly disturbed except the National Safety Council and highway patrolmen.

Again we find public indifference, a sense of accident inevitability, a "so what" attitude. There is no general acceptance of public responsibility for the situation, or a feeling of personal concern to correct the condition. One must indeed ask how we as a people have totally lost a sense of moral responsibility.

Or take housing conditions in our urban areas. Profit-mad landlords and their agents too frequently permit housing to deteriorate to such an extent as to endanger health and create unsafe conditions and an environment which breeds delinquency. Yet little gets done to correct these impossible conditions. The excuse frequently offered is that there is no or insufficient money, and of course we have to balance the budget so as to avoid more inflation. Such a situation is not in character with our proud boasts of a high standard of living, equal opportunity and a fair deal for all.

A lowering of moral fibre at one point breeds rapidly until it encompasses the whole nation. We get soft, we make excuses, we condone, we just don't care. Our high standard of living seems to have lulled us into forgetfulness of this toughness of moral strength which originally helped us to attain this standard.

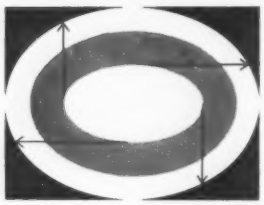
As I see it, it is high time that we recognize these trends for what they are and where they are leading us as a people. We must re-acquire the same qualities of moral and spiritual strength which our forebears possessed. It is not going to be easy, but it is necessary. Loss of moral strength is far more dangerous to us as a people than any hydrogen bombs an enemy might drop. It is not too late, but time is growing short.

OV-215

a stimulus

to creative action

for educational executives



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2. Each article in Overview, taken by itself, will meet this demanding criterion: "Is the subject of this article meaningful for all educational executives . . . will it interest, stimulate or provoke?" Every essay, every forum-in-print, every monograph and descriptive article will be predicated on an idea or the germ of an idea which has broad applications. We call this technique—the overview.

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In these three ways will Overview be a stimulus to creative action for all educational executives.

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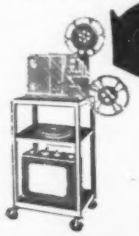

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EXECUTIVE'S BOOKSHELF

THE FUTURE OF PUBLIC EDUCATION

By Myron Lieberman. Chicago: University of Chicago Press. 1960. 294 pp. $5.

Nearly every sacred cow of education—public and private, elementary through college—comes under Mr. Lieberman's fire in this unusually provocative book. Some of us in education are understandably weary of the uninformed or little-informed pronouncements of the Rickovers, Fadimans et al. But Mr. Lieberman's proposals (he calls them predictions) have two real merits, namely, (1) he has lived in schools and colleges and (2) he is acquainted with much of the significant research evaluations and proposals. In the book he clearly indicates when his proposals are strongly supported by research and when they rest basically on his own hunches and prejudices.

Every review seems to feature one of his unorthodox estimates or proposals. The list is long. This reviewer contents himself with expressing his conviction that the stings and blood-boiling experienced by any reader with a stake in or prejudice about formal education are worth bearing for the stimulation of the whole. Most of us have our own pet peeve and we'll find it echoed somewhere in this collection.

Refreshing, maddening, irreverent, provocative—yet fascinating! You can't brush this off airily!

RECOMMENDED for: teachers, professors, board members, NEA, AFT, AAUP, foundations, etc., et al.

AUTOMATIC TEACHING: The State of the Art

Edited by Eugene Galanter. New York: John Wiley & Sons, Inc. 1959. 198 pp. $3.25.

A fascinating paradox in the title (machines: art) is echoed throughout the 16 papers which make up this book. "A humane machine," says Galanter, "seems . . . either a laughable contradiction, or the final depravity of the scientific mind. Many of the papers in this volume constitute rebuttals to this concern."

Much the longest chapter is *A Review of Factors in Learning Efficiency,* in which the recurring phrase is "it will require a great deal more research." The humanist may well question whether it is possible to put together the thousands of characteristics of humans and of their learning and come up with appropriate programming for individuals. No platform is possible from which to look at human beings—at least not to us humans.

Mr. Pressey of Ohio State gives the last paper. He challenges a few of the premises about previous research, and gives wholesome attention to research on student needs.

Worth reading, provided these two chapters are read in full, as a way of keeping the channels open between experimental and educational psychologists.

FINANCING HIGHER EDUCATION: 1960-70

New York: McGraw-Hill Book Co., Inc. 1959. 304 pp. $2.

In the days of the quality paperback, McGraw-Hill celebrates its 50th birthday by issuing one of considerable merit. Those who want a simple formula will be disappointed here; but then so will those who have already made up their minds about federal responsibility—or private.

This is a collection of papers more valuable because each had been submitted, studied and discussed in a 50-hour seminar (at the Merrill Center for Economics) by a group representing even more diverse opinions and responsibilities than were found among the ten original authors. In greater or lesser degree every paper was rewritten extensively after that seminar.

All those concerned with the problems but who weren't privileged to participate in the seminar will enjoy and profit from the final chapter in which Director Thorp of the Merrill Center presents his impressions and recollections of the more interesting points in the discussion. The ten central papers of necessity overlap and are somewhat uneven in their breadth of view, but repay reading. OVERVIEW's own economist, Harold Clark, in his paper suggests the wisdom if not the necessity of taking into account the whole range of post-secondary programs of education and research before decisions are made as to what agencies shall do what part of the total program.

Full of familiar but important data and tables, the strength of this book is the diversity of the points of view of the writers, the evidence that the initially wide differences were substantially narrowed and the inescapable conclusion that a healthy competition of ideas for solution of the problems of higher education must replace destructive conflict.

AMERICAN UNIVERSITIES AND FEDERAL RESEARCH

By Charles V. Kidd. Cambridge, Mass.: The Belknap Press of the Harvard University Press. 1959. 272 pp. $4.

There is a growing interdependence between two forces of national life —government and universities—and no conflict between them need eventuate. Mr. Kidd observes the effects of federal funds on the types and quality of research carried out in the universities and on the retention of their traditional freedom. The author suggests that federal financial participation may be achieved without federal domination, that govern-

ment is strengthening research but not at the expense of teaching.

Ultimately, the whole problem of federal aid will become a matter of public policy. Can the states and the universities bear the financial burdens of increasing costs as well as increasing needs of a mushrooming student population? Mr. Kidd states that if federal financial aid is required, the possibility is bright that this can be provided without restricting the freedom of the university.

This is a hopeful book, representing a refreshing optimism not too widely shared.

ACCREDITATION—A Struggle Over Standards in Higher Education

By William K. Selden. New York: Harper & Brothers. 1960. 138 pp. $2.50.

The author states simply that accreditation is a method of controlling academic standards. He then presents an overview of the struggle for this control. Groups vying for power have included faculty and trustees, clergy and laity as well as state and private agencies. Ours is the only nation where academic standards are maintained via a system of independent, voluntary accrediting associations. The process is in a state of confusion brought about by emotional criticism, denunciation and lack of clear, logical thought. Understanding of the role accreditation plays in the development of our institutions of higher education is needed to bring order and lucidity to this field.

The current pressures of changing scientific, social and political forces are so overwhelming that solutions to the many problems of establishment and enforcement of academic standards demand bold and imaginative leadership.

This highly readable book will interest all educators as well as an informed citizenry.

THE NONGRADED ELEMENTARY SCHOOL

By John I. Goodlad and Robert H. Anderson: Harcourt, Brace and Co. 1959. 248 pp.

The authors propose the thesis that nongraded school systems can make elementary education more effective. Research and studies indicate that the graded school based on educational views of a century ago has passed its peak of efficiency. High educational standards and sound personality development for all elementary students can be achieved in the nongraded system.

UNIVERSITIES: COMMONWEALTH AND AMERICAN

By Oliver C. Carmichael. New York: Harper & Brothers. 1959. 390 pp. $6.

This is a comparative study of higher education systems in Britain, Australia, Canada, India, New Zealand, Pakistan, Union of South Africa and the United States. Dr. Carmichael finds great variation in methods of financing, instruction techniques, women's education, extension programs, types of campus life, etc. However, common to all systems are certain problems needful of imme-

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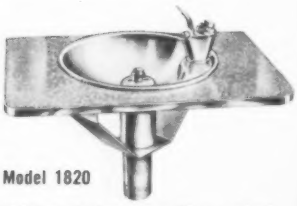
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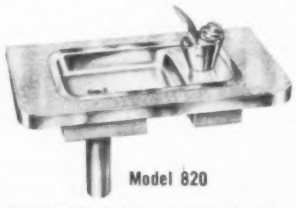
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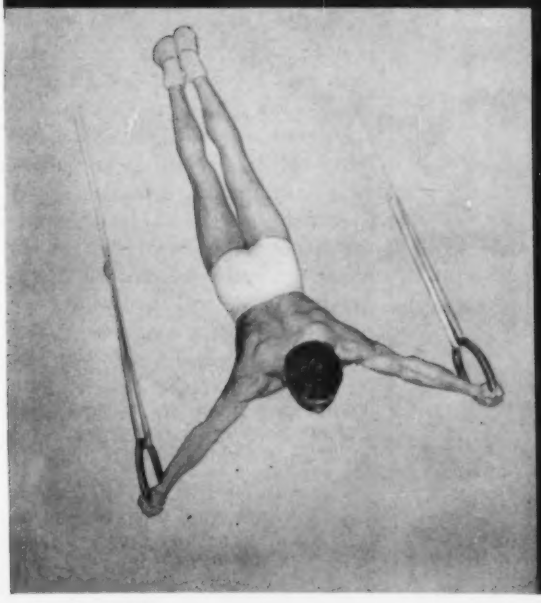

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Bookshelf (continued)

diate solution. Some of these are: meeting physical, staff and financial requirements; reevaluation of courses of study; provision for the intellectually gifted.

The author concludes that a "Commonwealth-American Commission on University Education, established on a five- to ten-year basis, for the purpose of delving deep into the needs of higher education and serving as a clearing-house for information on ways and means of meeting them, might provide a partial solution to many kinds of problems."

PUBLIC SCHOOL FUND ACCOUNTING—Principles and Procedures

By Sam B. Tidwell. New York: Harper & Brothers. 1960. 298 pp. $7.50.

The volume presents principles and procedures which provide complete financial information about a school district to board members, administrators and the citizenry.

OV-260

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THE SMALL COLLEGE MEETS THE CHALLENGE

By Alfred T. Hill. New York: McGraw-Hill Book Company, Inc. 1959. 215 pp. $4.95.

This publication relates the growth and accomplishments of the Council for the Advancement of Small Colleges, Inc. The group came into existence three years ago when 65 small colleges organized to improve their educational programs, increase financial support, achieve regional accreditation and improve their visibility on a national scale. Individually, these schools would not exert any influence in the educational area. Collectively, they further the tradition of diversity and independence in American education.

The book includes the results of a CASC student testing program, matters relating to size, finance, business management, public relations, accreditation, and student performance. A special feature is a directory of the 65 member colleges.

EQUIPMENT AND SUPPLIES—Tested and Approved for: Pre-School, School, Home

1959 Revised Edition. Bulletin No. 39. Association for Childhood Education International, 1200 Fifteenth St. NW, Washington 5, D.C. 93 pp. and index. $1.50.

This bulletin lists equipment and supplies which have been tested and approved at various ACEI test center schools. Manufacturers are invited to send their products to the test center where they are examined and used by children under careful observation. Uniform criteria for judgment are sent to the school centers. Manufacturers are notified when reports are received at headquarters. Suggestions for improvement and comments from the test centers are also transmitted. Every effort is made to keep this bulletin up-to-date and as comprehensive as possible.

EDUCATORS GUIDE TO FREE TAPES, SCRIPTS AND TRANSCRIPTIONS—Sixth Annual Edition—1960.

Compiled and Edited by Walter A. Wittich and Gertie Hanson Halsted. Educators Progress Service, Randolph, Wisconsin. 225 pp. $5.75.

Bookshelf (continued)

THE HIGH SCHOOL WE NEED

Kimball Wiles and Franklin Patterson. Assn. for Supervision and Curriculum Development. NEA. *28 pp. 50¢.†*

The pamphlet discusses the role of the secondary school in the education of youth and considers what curriculum, type of school organization and program will help the student obtain the best education.

NATIONAL POLICY AND THE FINANCING OF THE PUBLIC SCHOOLS

Education Policies Commission, NEA. *1959. 29 pp. 35¢.†*

PHYSICAL EDUCATION IN URBAN ELEMENTARY SCHOOLS

Bulletin 1959, No. 15, Office of Education, HEW. *1959. 91 pp. 45¢.**

EDUCATION IN LAY MAGAZINES

Educational Research Service Circular No. 2, 1959. Published by AASA *and Research Division of* NEA. *28 pp. $1.†*

VISION SCREENING FOR ELEMENTARY SCHOOLS—THE ORINDA STUDY

By Henrik L. Blum, Henry B. Peters and Jerome W. Bettmen. Berkeley and Los Angeles, Cal.: University of California Press. 1959. 146 pp.

SCHOOL INSURANCE—MANAGING THE LOCAL PROGRAM

By R. N. Finchum and N. E. Viles. Bulletin 1959, No. 23. Office of Education, HEW. *97 pp. 50¢.**

MATERIALS LIST FOR USE BY TEACHERS OF MODERN FOREIGN LANGUAGES

Edited by Douglas W. Alden. Foreign Language Program Research Center, Modern Language Assn., 70 Fifth Ave., N. Y. 11. 85 pp. 50¢.

PUBLIC SCHOOLS—OCCUPANCY FIRE RECORD

National Fire Protection Assn., 60 Batterymarch St., Boston 10, Mass.

FIRE SAFE SCHOOLS

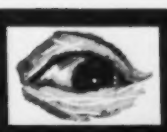
National Board of Fire Underwriters, Committee on Engineering, 85 John St., N. Y. 38. 1959. 22 pp.

F.E.M.A. HANDBOOK OF SAFETY CODES

Fire Equipment Manufacturers' Assn., Inc., One Gateway Center, Pittsburgh 22, Pa. 1959. 24 pp. $1.

† *1201 Sixteenth St. NW, Washington 6, D. C.*
* *Supt. of Documents, U. S. Government Printing Office, Washington 25, D. C.*

OV-261



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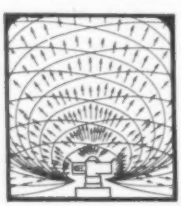

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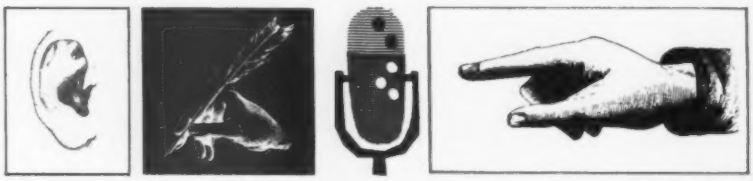

booklet puts public in touch with today's youth

By John W. Harold, Superintendent of Schools, Cedar Falls, Iowa.

It is relatively easy to explain buildings, budgets and buses to the community; but how can one get the emotions of the good people in the community involved with the problems of children?

This was the question out of which developed the publication "What Should Our Schools Do For Our Children?"

In this publication I have drawn some word sketches of our children as I see them through the eyes of my own experience. In some cases the reader's viewpoints will agree with mine; but where our views differ, I cannot assume that I am right and the reader wrong. Parents and teachers need to share their different views with each other.

To sketch the outer features of a child is difficult but to get a true picture of the inner child is a challenge worthy of continuous and combined efforts. My word sketches are illustrated with action pictures from our classrooms of The Pre-Schooler, The Young Leader, The Dreamer, The Teenager and the Senior Citizens. The following exerpted paragraphs will help to illustrate.

"The adult who asks an adolescent, 'Why did you do that?' might be answered with propriety, 'If I knew I should be your teacher.' With hands and feet of tomorrow these dawning teenagers storm into the adult world. Their thoughts turn inward: 'Who am I? What am I?' They may appear self-conscious and easily embarrassed but may on other occasions display a raw violence. The understanding adult will realize that inward emotions are sometimes mirrored back to outward actions in reverse order—the insecure may strut cockily. Unconsciously they are apt to build some outer defense to protect against inner hurt."

"Ebullient youth find the dreary moralizing of yeasty, yearning adults unpalatable. Their dream of paradise is not to drink from the moss-covered bucket out at Old Aunt Mary's. That is a world they never knew. They respect those who command their best. They must have their own worlds to conquer. Would we but listen, there is much they can teach us. They will fail only if we fail them first; *they mirror back ourselves!*"

But how can anyone speak for the student himself? One of the most rewarding experiences of my project was meeting informally with students in small groups. They are honest. Once I said "When I was your age. . ." I shall never forget the wisdom of a student's reaction: "You were never our age in this age."

The publication was presented to all teachers at the pre-school workshop. Primary teachers presented it to parents during their first conference. Also, opinion leaders of the community have been mailed copies with letters of interpretation. What are you doing to reach your community?

OV-264

From his desk, Dr. J. C. Witter, Superintendent of Schools, Caney, Kansas, is in instant two-way conversation with teachers.

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So you see, the beauty of the IBM Electric Typewriter is but a bonus. And we haven't told all. If you would like to know more about this superb typewriter, our local representative would be pleased to show it to you at your school.

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NEWS ROUND-UP

MARCH 1960 OVERVIEW VOL. 1, NO. 3

Wage Dual War on Teacher Shortage

Teacher Aides Fill Wide Range Of Responsibility

AN ATTEMPT to ease the pressures bearing down on the nation's school teachers—although still largely in the experimental stages—has gained considerable momentum this year. The effort involves use of teacher aides or assistants in the classroom to relieve the regular teacher of time consuming, routine chores.

Experimentation in the use of teacher aides has been going on since 1953, when the Bay City, Mich., project made headlines with what was then considered to be a radical innovation. However, in the current school year the number of districts either experimenting with teacher aides or using them regularly has hit a new high.

A recent issue of *Education Summary* reported that at least 75 school districts presently employed teacher assistants. Most of these are receiving some form of support from the Fund for the Advancement of Education, a major stimulator of the idea.

Teacher aides are used in a variety of ways in different systems. In some, they are used in large classes to determine if the disadvantages of bigness can be overcome with additional non-professional help for the teacher. In other schools they serve as enrichment resources, and in others, as a partial solution to teacher and classroom shortages.

In Bay City, where the plan is still in effect, aides are used to relieve teachers of housekeeping, record taking, correcting papers, and other tasks so that the teachers will have full time for teaching. This experiment has been extended to an additional 42 Michigan school districts.

Continued on page 103

Summer Institutes Hit Record High This Year

WASHINGTON — About 18,000 high school and college teachers of science, mathematics and engineering will receive financial aid to study at National Science Foundation institutes this summer. Grants totaling more than $21 million are available to teachers attending institutes at 265 colleges and universities in all 50 states and Puerto Rico.

The success of previous NSF-sponsored summer sessions has rapidly advanced their number from two in 1953 to 125 in 1958 to the 379 planned for this summer. Nearly 50 teachers will study at each institute this year, receiving tuition, fees, travel expenses, and $75 a week. Courses vary in length from four to 12 weeks.

"Over-30" Teachers Help Solve Shortage

AKRON, Ohio—Akron's educators are pleased at what they consider a trend that may help solve one of the critical problems facing public schools today—the shortage of teachers.

Among 33 teachers recently hired for the local school system, exactly one-third are over 30 years old.

Superintendent of schools Martin Essex said these "later age" teachers may serve as a stop-gap until economic benefits are increased enough to encourage large numbers of new college graduates to consider teaching as a career.

Among the over-30 teachers are several college-educated housewives who are going into teaching now that they have raised their families.

Recruitment Of Mother-Teachers Called Success

NEW HAVEN, CONN.—A new formula for meeting the nation's shortage of classroom teachers may be found in the promising results of an experimental project recently reported on by Yale University researchers.

The Yale education experts conducted the experiment to determine if young mothers could be recruited to teach in the public schools of Fairfield, Conn. It was part of a long-range Yale-Fairfield Education study being financed by a grant from the Fund for the Advancement of Education.

The report on teachers shows that eight young mothers, all graduates of liberal arts colleges, were recruited out of their housewifely chores and given special training for regular public teaching jobs. Since five of the original eight mothers are still on the job and considered better than the average beginning teacher, the experiment has been termed "highly successful." The remaining three definitely plan an educational career, but because of home responsibilities they have not yet taken up full time teaching.

The mother-teachers attended special teaching classes over a three-year period to get state teacher's certificates. The cost was $750 per woman and was paid for by the Yale Study.

During the three-year training period, the women had part time duties in the school system working with a regular teacher, which also gave them practice teaching credits toward their teaching certificates.

The Yale researchers conclude that:

- College educated housewives

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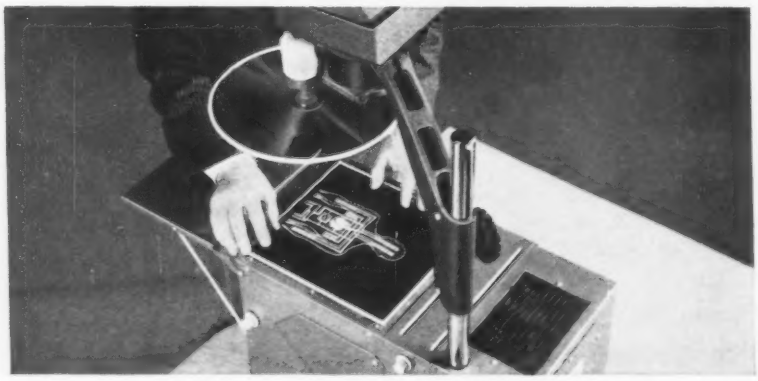

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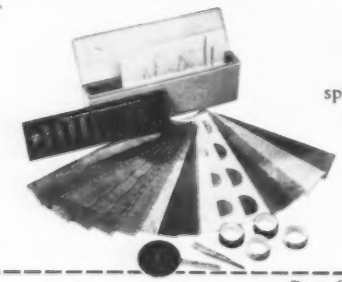

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Mother-Teachers

(continued)

across the nation are a "dependable reservoir of teaching supply."

- Young mothers turned teachers are rated "superior" and are likely to remain in the teaching profession.
- Because of the stretched-out schedule of the program, a mother's primary duty of homemaking need not be disrupted.

Prior to the project, the report states, housewives with a desire to teach were too often barred from becoming teachers since the time involved infringed on their primary responsibilities at home. As a result, the usual avenues of teacher training programs were closed to them.

The researchers satisfied their early doubts that there was a sufficiently large number of interested housewives to make the program successful and that the mothers were not "rusty" after a prolonged absence from college.

Of the eight mothers selected, all had liberal arts degrees, but no previous teaching experience and all were housewives not otherwise employed. They ranged in age from 30 to 45 and had one to four children. Six of the mothers had children of pre-school age.

The curriculum covered courses in child development, philosophy, psychology, and teaching practice. Time spent on the program completely satisfied state certification requirements.

One of the chief factors contributing to the success of the program was the maturity of the mother-teachers, the report notes. The study further states that the mothers bring to their classrooms a broader life experience and had an edge over the younger teachers.

Further proof of the project's success, the report continues, is that other programs based on the Yale experiment are being adopted. This year, Danbury (Conn.) State College is working with the Darien school system and the University of Bridgeport is making plans to start a similar program in Westport and Stratford.

Teacher Aides

(continued from page 101)

High school graduates or unskilled workers are hired for the work and paid $45 a week.

In Arlington Heights, Ill., special assistants help teachers in math and chemistry, supervise study halls, and assist in libraries. Retired men are used in the study halls and advanced math and chemistry students are used for the classroom work.

Twenty-seven schools in New York's Catskill Mountain region have hired housewives to relieve teachers of housekeeping, clerical, and extra-curricular activities.

A slightly different use for teacher aides is being tried out in the Educational Testing Service's lay reader study. Since high school students need to do more writing and teachers generally lack time to read and correct the papers, ETS has hired housewives with college training and tested ability to correct extra papers on a piecework basis. The plan is being used in New Brunswick and Bound Brook, N. J., and 14 other schools in all parts of the country.

Many communities are adopting this method without the aid of ETS. The most recent example is Wichita, Kans., where the plan is just now being put into effect. Individuals with experience teaching English or with majors in the field in college are being hired as theme-graders.

Meanwhile, the use of qualified housewives to relieve the work load of teachers has spread from the public schools to the college campus. Four Massachusetts institutions recently announced that they were setting up a joint center to recruit and assign housewives as teacher and laboratory assistants and lay readers of student papers and themes.

The center, called the Office of Teaching Assistance, will be located on the Smith College campus in Northampton and will also serve Amherst, Mount Holyoke, and the University of Massachusetts. None of the housewives recruited will handle classroom teaching assignments.

Older Workers Re-Trained In Adult Education Classes

SCHOOL CLASSROOMS in 14 states are busy long after the regular students have gone home. They're being used to re-train older workers who have been displaced by age or automation.

The survey of adult education was made by the Department of Health, Education, and Welfare. The 14 states re-training older workers are Arkansas, Georgia, Idaho, Indiana, Iowa, Kentucky, Maine, Nevada, New Hampshire, New Jersey, New York, Oklahoma, Virginia and West Virginia. In three of these states, trade and technical instruction account for 23 percent of all adult education.

The survey shows a marked trend toward making adult instruction an integral part of the school program. States that have granted aid to local school districts for such education have six times as many adults enrolled as non-contributing states.

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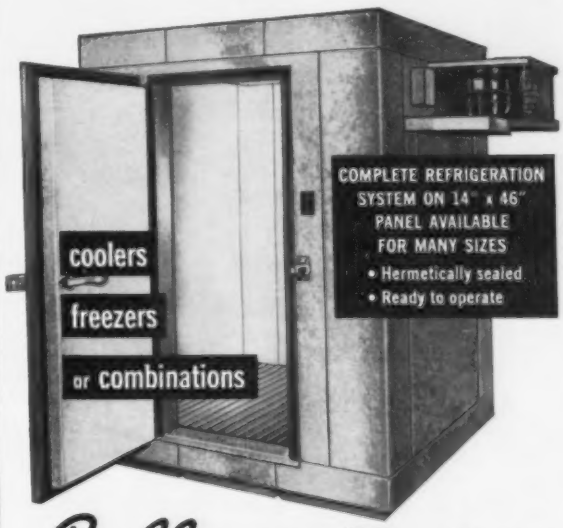

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Industry Expenditures On Schools Good Investment

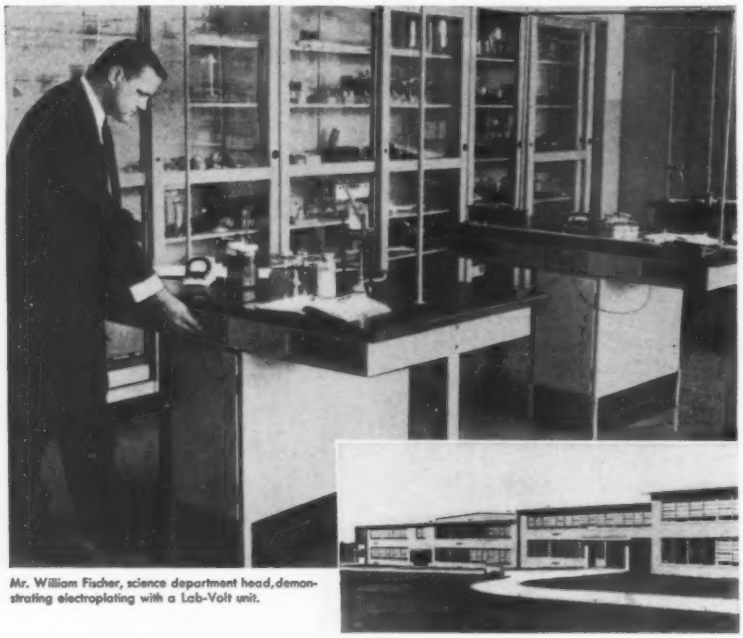
NEW YORK CITY—Stating that by 1970 one out of every three Americans will be engaged in education, either as teachers or as students, Ira Glick, of Glick and Lorwin, New York advertising and public relations firm, told an audience of industrial leaders that their $60 million a year expenditure in education was a good investment.

Members of the Synthetic Organic Chemical Manufacturing Association heard Glick say that the schools of America are looking for and are eager to receive the kinds of teaching materials which industry can make available. Those who provide such teaching aids to the schools, Glick commented, have an obligation to see that these materials fill a real need in the curriculum, are in keeping with good educational practice and do not act as sales promotion media.

To follow these guidelines effectively, Glick told his audience, will require industry to keep itself better informed about the problems and trends in education than ever before.

OV-273

"BEST POWER SUPPLY for science experiments"



Mr. William Fischer, science department head, demonstrating electroplating with a Lab-Volt unit.

Middletown Township High School (west wing), Middletown, N.J.

"Lab-Volt POWER STATIONS have really proved themselves here" reports Bill Fischer, head of the science department at Middletown High School.

"More than a year of heavy usage has proved to us that Lab-Volt Units are the best means of supplying A.C. and D.C. power for our electrical experiments. Not one malfunction has occurred to slow us down, and savings over other permanent power supply systems have completely equipped our labs with top quality apparatus such as that in the photo. I do not hesitate to recommend Lab-Volt Power Stations as the wholly practical and economical solution to the problem of supplying variable A.C. and D.C. power for science labs."

➔ FREE TEACHING AIDS . . . Sample illustrated experiments available on request.

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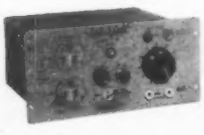

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"Visual Aid" a Misnomer, School Director Claims

WINNETKA, Ill.—Donald W. Ickes, audio-visual director at New Trier Township High School, believes that the term "visual aid" should be abolished in favor of a designation more descriptive of such instruction materials. "The old phrase sounds too much like a crutch," he told OVERVIEW Magazine.

"The problem with some audio-visual programs in schools," Ickes said, "is that not enough teachers get the word. There are too many ivory towers, with each department afraid that the audio-visual people will encroach upon a sphere of influence which has been traditionally theirs."

Happily, the audio-visual director reports, this state of affairs does not exist at New Trier. "For example," he stated, "last summer we purchased a plastic laminating machine. At first thought, you'd imagine that this unit belongs in the library. They certainly have plenty of use for it protecting book jackets, file cards, etc.

"However, we took over the development of other uses for the laminator. So far, we've used it for bulletin board displays in classrooms, football diagrams for the coach's notebook, elevator passes, protection of sheet music, and signs over the teachers' rooms for parents night."

The point is, Ickes explained, that by not representing the laminator as a specific tool, its uses have been expanded to many departments within the school.

"Ideally," he said, "we could have an Instructional Materials Center somewhere in the school building. Teachers could come to this center to learn how the latest developments could be applied to their classroom problems."

". . . Nearly all technological advances can be of great human benefit, no matter what the origin. Let us keep our eyes on the possibilities . . ."—DR. CLIFFORD C. FURNAS, Chancellor, University of Buffalo

It Pays More to Teach In the City; Chicago Tops

WASHINGTON—The city school teacher is still being paid substantially more than his colleague who teaches in a country school, but the gap is narrowing, according to figures compiled by the National Education Association.

During the last school year, the average annual salary for urban teachers was $5313, while the average for rural teachers was $4,013. Country teachers were earning about 25 percent less than their city colleagues, the NEA pointed out.

At the same time, it was disclosed that among the nation's five largest cities, Chicago was paying its teachers the highest salaries. As a result of a recent $500 a year raise granted to all Chicago teachers, the city's minimum salary is now $5,000 for those holding a bachelor's degree.

The maximum was raised to $9,750 for those with doctorates, an increase of $1,250 over last year. Also provided for were seniority increases of $25 a month for teachers with 20, 25 and 35 years of service. The provision was already in effect for the 30th year.

The following minimums are paid in the other four largest cities: Los Angeles, $4,750; Detroit, $4,700; New York, $4,500; and Philadelphia, $4,000.

NEA statistics showed that another trend has been reversed. For several years the average salaries of classroom teachers had risen faster than the salaries of school administrators. However, recent percentage increases for administrators are on a par with those for teachers.

In 1958–59 the average urban school superintendent earned twice as much as the average classroom teacher; the high school principal earned slightly more than 50 percent above the classroom teacher; and the elementary school principal about 45 percent more. The bigger the school system, the greater were the differences for the administrators.

In terms of purchasing power, the NEA found that salaries of urban classroom teachers have risen 46 percent since the midpoint of the depression of the 1930's. In the same period, and on the same basis, the NEA shows that salaries of all wage and salary workers has gone up 80 percent.

Three Universities Sponsor Businessmen's Seminars

THREE AMERICAN universities have received foundation support to undertake a three-year series of specialized lectures and seminars for businessmen. The support was in the form of $18,000 grants made by The Good Will Fund, set up by the late Edward A. Filene, pioneer Boston retailer. The recipients are Columbia, Dartmouth, and Roosevelt (Chicago) universities.

OV-274

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UC-85 UTILITY CABINET

stores eggs, beer, package goods, farm produce. Big 85 cu. ft. capacity in this versatile money-saver. Uses only 62½" x 48" valuable floor space. Sectional construction and special locking devices mean fast, easy assembly. Baked enamel exterior, galvanized interior with hardwood floor. Fine-Line styling, rugged construction throughout assures maximum economy and quality.

R SERIES REACH-IN REFRIGERATORS

are Fine-Line designed for small stores, restaurants, schools, institutions and industry. Eight models ranging to large, 45 cu. ft. capacity. Triple door seals, thick Fiberglas insulation assure total cold. Automatic defrost. Baked enamel exterior.

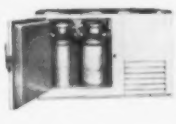
SD-58 SLIDING DOOR BEVERAGE COOLER

makes easy loading-unloading for schools, institutions and commercial users. Lift-out doors are stainless steel. Small (58" x 31" x 24¾") for under counter or island use holds big-capacity 12½ cases of pop or 8 cases of ½ pt. milk cartons. Sides are baked-on enamel. Casters, cap-catcher, decapper are optional.

R 45 G Refrigerator

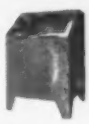
LSCP-4 LoBoy Beverage Cooler

DM 40 Dairy Mix Cabinet



DL 200 Biological Refrigerator

SB-24 Ice Storage Bin



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OV-275

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climbers . . . . . .

Featuring . . . Sectional construction, unitized sections • Rustproof galvanized steel pipe inside and out, aluminum finish • Instant telescoping connectors and set screw assembly • Great range of exciting "play themes," activities, and sizes.

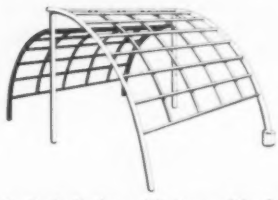
MOUNTAIN CLIMBER

Offering sectional combinations from single section 30" high, to complete climber, 9'-5" high—climber can be "tailored" to different age groups. Designed so handholds are always within reach, no open space is large enough for "fall-throughs," safety comes first throughout. Four models: bottom section; bottom and top; top and middle; all three sections complete.

CATWALK CLIMBER

Combined overhead ladder, stall bars, and vertical climber, plus wide hand-over-hand "racing" alley. Climber consists of three unitized sections—available singly or in combinations of three and four. Two or more complete climbers can be used together forming "H" or "X" shapes or other interesting arrangements.

SPLIT LEVEL CLIMBER



Arched climber with two unitized sections. Height of lower arch is 5', of upper arch is 6'4". Is only furnished complete.

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603 Jonesville Rd., Litchfield, Michigan
Quality Name in Play · Park · Picnic · Sports Equipment

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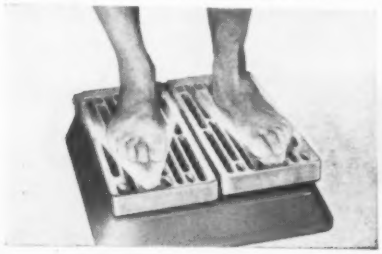
SANI-MIST is Safe, Sanitary, Personal.



SANI-MIST
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Dateline Washington

Golden

On Christmas day 1908, President Theodore Roosevelt personally addressed 217 invitations for the first White House Conference on Children, to be held in Washington the following year. Emphasis in this first national conference called by a President of the United States to consider the problems of youth was placed upon the care of orphans and dependent children.

The sixth White House Conference to be held in the Capital since 1909 for a nationwide stock-taking of the needs of children and youth has been called by President Eisenhower for March 27–April 2, 1960. The general theme of the Golden Anniversary White House Conference, adopted by the 92-member national committee is: To Promote Opportunities for Children and Youth to Realize their Full Potential for a Creative Life in Freedom and Dignity.

President Eisenhower, as honorary chairman of the national committee, stated the purpose of the Conference: "to see that we prepare today's children for life in tomorrow's world." Secretary of Health, Education and Welfare, Arthur Flemming, honorary vice chairman, expects the Conference "to truly reflect the desires and aspirations of the American people for the children and youth of this country."

Mrs. Rollin Brown, immediate past-president of the National Congress of Parents and Teachers and former president of the California Congress of Parents and Teachers, is chairman of the national committee.

The 7,000 Conference participants will include nominees of state committees and national organizations, 900 young people, public officials, and 500 international guests invited with the cooperation of the U. S. State Department.

Each daily session of the Conference will open with a theme assembly, followed by 18 forums, and 210 workshops which will provide

Anniversary

each conferee with an opportunity for continuous participation in a group of not more than 30 persons.

Members of the workshops will represent a cross section of the professions, including doctors, lawyers, teachers and welfare workers. Young people over 16 years of age will take part in these work group discussions as well as in other sessions.

The Conference staff estimates that more than 2,000,000 persons have taken part in the preparation for this Conference. These include the governor-appointed committees in 50 states, the District of Columbia and Puerto Rico. The principal work of these state committees has been to make surveys and studies, hold workshops and town meetings, sometimes called "little" White House Conferences, and to conduct opinion polls in preparation for the sessions in the nation's Capital. Every state committee has sent in an official report to the general staff here setting forth the problems, the unmet needs of youth, as well as the services being carried out to meet them in their respective states.

The prevention and treatment of juvenile delinquency, from the reports and opinion polls of the state groups tops the list of 40 major "areas of concern" for American youth. It was named most important topic for the Conference by 45 states.

Second in the choice of major topics of the meeting are the delinquency-related problems of the emotionally disturbed child, selected by 32 states. The treatment and training of retarded children, the religious and spiritual life and the values and ideals of children, rate high in concern.

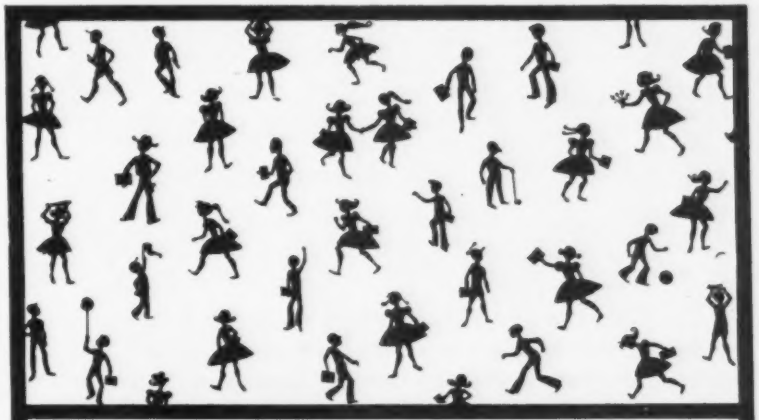
Among the topics for discussion in the forums is the effect of population shifts and consequent changes in health and living conditions, and the adjustment in the educational program that must be made by many youth as a consequence of the growing mobility of the American people.

Other forum topics: handicaps of the young—mental, physical and social; family economic conditions which affect the development of the young; constructive and non-constructive use of leisure time; the effect of mass comunication media and the entertainment agencies upon youth.

The Conference will give special attention to a follow-up plan which will carry the findings of the meeting to the grass-roots level to stimulate direct action in the areas where the discussions show that it is needed.

Costs of the Conference, including the two years of committee and staff activity, are being met in major part through grants from foundations and contributions by organizations, industry and individuals. Funds for the basic organization were appropriated by Congress in the budget of the Children's Bureau of the Department of Health, Education and Welfare. —BELMONT FARLEY

OV-277



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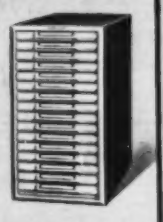

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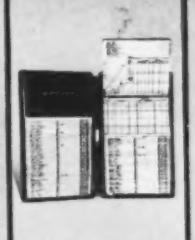

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Grades, enrollment, vital statistics at a glance.

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For instance, now on just one Acme Visible record card, a student's complete school record! Background, grades, test results, even attendance . . . available at a glance. No need for a half-dozen different cards requiring duplication of entries and a waste of teaching time.

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Here and There . . . .

Forty new teachers were welcomed to Manitowoc, Wis., last fall by the Chamber of Commerce with invitations to dinner at a local country club, corsages or boutonnieres, and prizes donated by local merchants.

* * *

To promote economic understanding among students and teachers, the Marshalltown, Iowa, Chamber of Commerce is sponsoring senior high school and junior college freshman economics discussion courses here. Last fall, the Marshalltown Chamber also gave Education-Business Day and Business-Education Day programs and presented a teacher with an Outstanding Teacher of the Year award.

* * *

OV-278

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THE FLEX-MASTER
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INDIVIDUALIZED DRAWING UNIT
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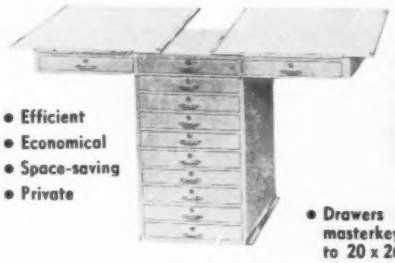

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for 10 students the DU-1000

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8-drawer cabinet unit the DU-800

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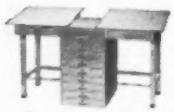
Dual boards and drawer space for 12 the DU-1200

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Syracuse University's Maxwell Graduate School of Citizenship and Public Affairs will conduct a three-year research project on the financing of public education under a $217,000 grant awarded by the Carnegie Corporation. The research project will focus on a series of studies concerning selected aspects of financial problems of elementary and secondary education.

* * *

Burroughs Corporation has announced that the first automated school payroll will be installed by the Los Angeles city schools using a Burroughs 205 medium-scale data processing system. The new system will take over processing of checks for 45,000 teachers and employees and involves more than 138,000 individual payroll deductions of 17 different types.

Large Number of Students Exposed to Fire Hazards

BOSTON—About 18 million public school children are still needlessly exposed to fire hazards, according to the latest survey of the National Fire Protection Association. The Association also estimates that about 17 million students are being taught under "reasonably fire-safe conditions."

To the credit side, the Association reports that 4.5 million more American children are housed in public schools where their lives are significantly safer from fire than a year ago. Another 9.7 million children are attending public schools in which some life hazards from fire have been removed in the past year.

The Association's survey found that in nearly 53,000 public school buildings across the nation, major or minor fire hazards have been corrected. There are now an estimated 63,500 U. S. public schools which meet minimum basic standards to assure adequate life safety from fire, according to the Association.

However, the Association found that no needed improvements in life safety from fire have been made in about 30,000 schools housing 8.25 million children.

THIS MONTH'S PRODUCT PREVIEW

GLASS BLOCK OV-301

"In schools, both new and old, conditions for seeing are unexcelled when glass block 'walls of daylight' are installed," this manufacturer says, adding that maintenance is very low. Two styles of this product are now available in aqua and green tints. One variation, designed for direct sunlight exposure, has a glass fiber diffusing screen inside the block to minimize glare. Prices remain the same as those of clear glass block. A product of: OWENS-ILLINOIS, Toledo, Ohio.

WALL-MOUNTED BUBBLER OV-302

Compact water cooler unit, finished in a vinyl laminate, is wall mounted. Features include a 20 gauge steel casing with removable front panel and grille; stainless steel top with anti-splash ridge; wall protector back extending three-and-one-half inches above bottom of basin; dial type bubbler and provision for glass filler. Units are available in 7 and 13 gallon capacities. Manufactured by: THE EBCO MANUFACTURING CO., 265 N. Hamilton Rd., Columbus 13, Ohio.

FILING TRUCK OV-303

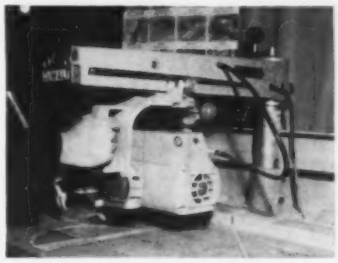
Mobile shelf filing truck is a self-contained work station for use with all makes of shelf-filing. It is designed to handle correspondence to be filed and folders to be pulled as one combined operation. Step-stool platform for operator automatically seals to the floor when in use. Unit restores to two swivel and two fixed casters when operator steps off platform. The truck is surrounded by rubber bumpers and can be guided by a large handle which recedes into top when not in use. A product of: REMINGTON RAND DIVISION OF SPERRY RAND CORP., 315 Park Avenue S., New York 10, N. Y.

MUSIC APPRECIATION FILMS OV-304

Four new music appreciation films in the "Music for Young People" series have been released. New titles are "The Voices of the String Quartet," "The String Quartet and its Music," "The Classic Guitar," and "Flute and Harp." Produced for general music education in intermediate and junior high school classes, as well as special purposes in high school and college, the series was designed to familiarize audiences with instruments, teach basic musical concepts, further music appreciation, and inspire students taking or planning to take lessons. Titles are available for rental and may be purchased starting at $100. Available through NET FILM SERVICE, Indiana University, Bloomington, Ind.

BENCH SAW OV-305

This nine-inch saw cuts two-and-one-half inches deep, crosscuts 15



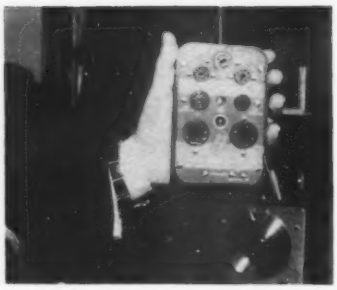
× 1", and rips to center 48-inch panel. Drop-leaf up front on Lebanex table top prevents saw overhang. Uniform cantilever arm rotates 360 degrees horizontally and locks at any angle. Latches provide for settings at 0, 45, and 90 degree positions. Yoke swivels 360 degrees horizontally and sets for right or left hand ripping. Model includes nine-inch diameter saw blade, safety guard and kickback device. Full load speed is 3425 rpm. Totally enclosed motor is rated at over two horsepower. A product of: DEWALT DIV., AMERICAN MACHINE & FOUNDRY CO., Lancaster, Pa.

MICROFILM COPIES OV-306

New microfilm reader-printer automatically reproduces microfilmed documents. Unit can be used with either 16mm or 35mm film, or both. Interchangeable lenses are available with the machine, making basic unit adaptable to any microfilming system. Capacity is 250 exposures per roll of paper. A product of: MINNESOTA MINING AND MANUFACTURING CO., St. Paul, Minn.

FILAMENT TESTER **OV-307**

Termed ideal for student projects by manufacturer, this new filament tester operates on two pen lights, type D cells. It is designed to accommodate all receiving tubes, both AC and DC, and incorporates a nine and seven pin straightener. Case is molded bakelite with a litho-aluminum face panel and measures six inches in length. Depth of the one-pound unit is one inch. List price for



the model T-5 kit is $4.50. Wired units list at $6.50. Manufactured by: PACO ELECTRONICS CO., INC., 70-31 84th St., Glendale, L. I., N. Y.

SPECIAL PURPOSE SEATING **OV-308**

Specialized classroom furniture for mechanical drawing, science classrooms, shops, sewing rooms, band rooms, and laboratories include three stool models: a "quick" adjustable stool with wood or perforated steel seat, adjustable to five basic heights; a "quick" adjustable posture chair with plywood seat and "tamper-proof" backrest of the same material; fixed height non-adjustable stool with wood or perforated steel seat and optional footrest ring and steel backrest. Colors available in all styles are beige, mist green, olive green, gray, and brown. Manufactured by: THE TOLEDO METAL FURNITURE CO., 1400 Hastings St., Toledo 7, Ohio.

LIGHT WATCHMAN **OV-309**

Electronic switch that turns lights on at dusk and off at dawn measures one-and-three-quarter inches in diameter. Unit is activated at approximately one foot candle and turns off at 10 foot candles. It is recommended as a burglar deterrent or for use where automatic feature is desirable. A built-in time delay prevents operation of switch by momentary flashes of light. Models, rated from 150 watts to 300 watts capacity, list from $15 to $17. A product of: SCHACHT ELECTRONIC MANUFACTURING CO., 1213 St. Emanuel, Houston 3, Tex.

OV-279

FABRI-FORM
school trays...

...your
LOW COST
answer
to classroom
storage problems!

Schools everywhere are solving their classroom storage problems *economically* with Fabri-Form school trays. These trays store student's materials INDIVIDUALLY in home economics, kindergarten, science and chemical labs, art or work-shops, and have many other miscellaneous school storage uses.

Our sturdy plastic trays solve your existing storage problems *immediately*—yet are easily adaptable for later incorporation into a more elaborate storage system. Available in six sizes, all with individual label holders. Architects — write us for complete information!

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- Six sizes with label holders
- Beautiful pale tan, grey or green colors

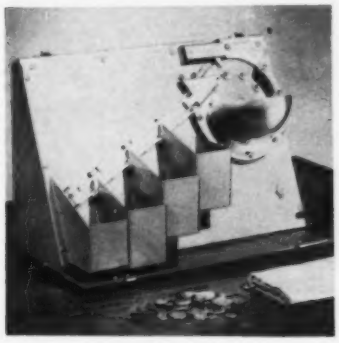
WRITE FOR DETAILS TODAY!

PLASTICS FABRICATORS

The FABRI-FORM Company, BYESVILLE 4, OHIO

COIN COUNTER-SORTER OV-310

Counter-sorter, designed for commissary use, is fully portable, weighs 27 lbs., and measures 18 × 13 × 9 inches. The machine automatically



counts and sorts 15,000 coins per hour, handling pennies, nickels, dimes, and quarters, according to the manufacturer. Half dollars remain in the hopper. It is finished in hammerloid brown and comes with a carrying case. The counter-sorter operates on 110 volt AC, 60 cycle current. A product of: STANDARD CHANGE-MAKERS, INC., 422 E. New York St., Indianapolis 2, Ind.

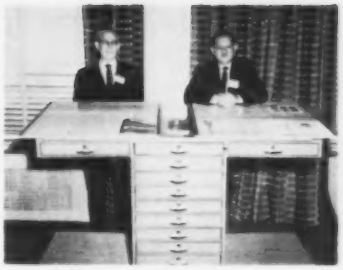
AMPLIFIER OV-311

Portable voice amplifier, "Mighty Mike," is self-contained, stands 14 inches high and weighs 10 lbs. Suggested for field use or outdoor public address, it operates on eight standard flashlight batteries or from a 12 volt automobile battery, using the cigarette lighter connection. It can be mounted on car tops, car windows, carried about in person, and operated with more than one speaker. Has low power and high

power volume settings. Rated at 30 watts, the amplifier has a range of one mile. Available through: BELL & GUSTUS, INC., 4328 N. Elston Ave., Chicago 41, Ill.

DUAL DRAWING TABLES OV-312

The Stacor line of multi-student drawing units was presented at the NSSEA convention by (left to right) Morris Brenin and M. C. Morcheles. Model DU 100 is 23⅛ in. wide, 29 in. deep, and 37 in. high. It has free-standing dual boards, and drawer space for twelve students. Drawers, which accommodate student boards up to 20 by 26 in., are individually locked and master-keyed. Construction is of heavy gauge steel with



hardwood boards. STACOR EQUIPMENT CO., 285 Emmet St., Newark 5, N. J.

OV-280

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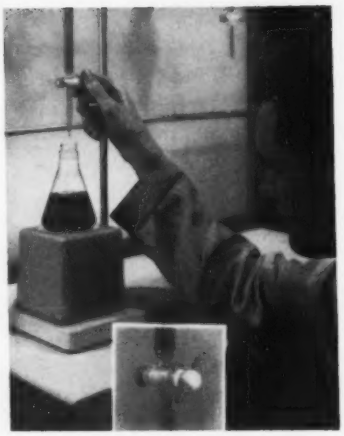
SOCIAL STUDIES FILMS OV-313

Two new social studies films released for the intermediate grades are "Life in Ancient Rome: The Family," and "The Rhine Background for Social Studies," an overall view of the significant influence the Rhine river has throughout Europe. At the high school level, new releases include "Communication: Story of its Development," and "World History: An Overview." All are 16mm sound motion pictures and are available in black and white beginning at $60 per print or color, starting at $110. From: CORONET FILMS, 65 E. South Water St., Chicago 1, Ill.

TEFLON STOPCOCK PLUGS OV-314

Addition of Teflon stopcock plugs to the Kimax line of burets, separatory funnels, and stopcocks has been announced by this manufacturer. According to James F. Ryley, sales manager of the scientific division: "Annoyance of frozen stopcocks is



eliminated, even after extended contact with strong caustic solutions." Teflon plugs are said to be resistant to attack by most corrosive chemicals. They are offered as complete assemblies, with threaded end fitted with Teflon lock washer and nut to provide a positive load. A product of:

KIMBLE GLASS CO., subsidiary of Owens-Illinois, Toledo, Ohio.

FLOOR MACHINE OV-315

New 15-inch model floor machine has a midweight wide brush. Features are: two position, pivotal-rigid

combination handle; double lever momentary safety switch; convenient carry handle; portability; quiet operation; positive gear drive; sealed-in lubrication; wrap-around bumper; chrome and polished aluminum finish. Manufactured by: GENERAL FLOORCRAFT, INC., 3630 Rombouts Ave., Bronx 66, N. Y.

OV-281

Blooming Prairie Jr.-Sr. High School, Blooming Prairie, Minn.
Archt: Haarstick, Lundgren & Assoc., Inc., St. Paul, Minn.
Photographer: Clark Dean, Infinity, Inc., Minneapolis, Minn.

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PRODUCT LITERATURE

Architectural

Emphasis on the design and configuration of the exterior wall in architecture today is recognized in the new **aluminum window wall system** illustrated in Arcadia Metal Products' new eight-page catalog. Copies of the catalog, including specifications and typical installation details for different types of construction, may be obtained by writing for the Arcadia Aluminum Window Wall Catalog, AIA File 17-A, Arcadia Metal Products, 801 S. Acacia Ave., Fullerton, Calif. **OV-401.**

Audio Visual

The **Visual Review,** published monthly by the Society for Visual Education, Inc., seeks to stimulate interest on the part of educators and administrators in better methods of production, selections, and utilization of educational filmstrips and two-by-two slides. Copies available on request from the SVE, 1345 Diversey Parkway, Chicago 14, Ill. **OV-402.**

Classroom & Lab Aids

College Teaching by Television, a 234-page report, is available from the American Council on Education, 1785 Massachusetts Ave., N.W., Washington 6, D.C. Price per copy, $4. **OV-403.**

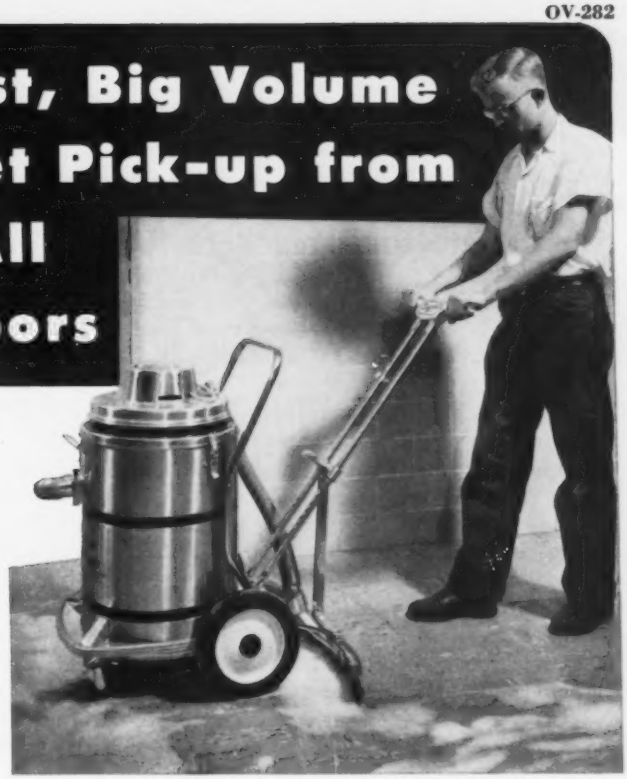
Foreign language teacher's Materials List may be purchased for 50 cents from the Modern Language Association, Foreign Language Program Research Center, 70 Fifth Ave., New York 11, N. Y. **OV-404.**

Maintenance

A complete listing and description of the uses of **sprayers, dusters, and allied products** is contained in the Universal Metal Products Company catalog U-60. Write Universal Metal Products Co., Division of Air Control Products, Inc., Saranac, Mich. **OV-405.**

OV-282

Fast, Big Volume Wet Pick-up from All Floors



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Where recovery of water, suds, any liquid from floors is the job, here are two simple solutions to the problem.

1. Purchase a Super Model BP-2 or Model RS-1 heavy duty suction cleaner and the new Super Squee-Zee 30 attachment designed to fit both Super Models, or

2. If you already own a Super Model BP-2 or RS-1, as many do, simply buy the low priced Squee-Zee 30 attachment.

Either way you really get two units for the price of one—a Super cleaner and a big volume wet pick-up machine.

Super Squee-Zee 30 consists of a 30" neoprene rubber blade mounted in a metal frame, a suction chamber, 1½" hose, an adjustable handle and two metal plates by which the Squee-Zee 30 is attached to the transport handle of the cleaner.

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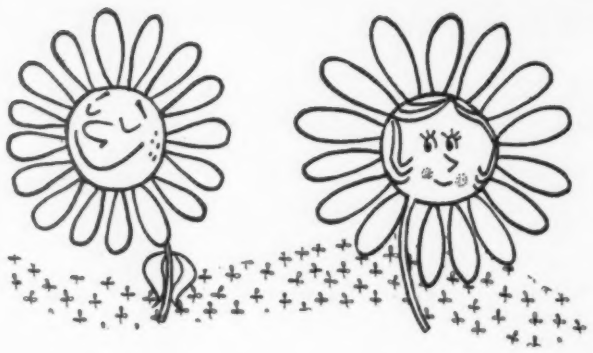
A seasonal guide for principals who are about to evaluate their teachers



by E. E. Arnaud

THE ARRIVAL of spring not only brings forth the budding trees and flowers of poetic incantation, and the wheezy sneezes of the pollen-sensitives, but for the school principal, alas and inevitably, by directive of the "main office," it also brings forth the necessity of reviewing his professional staff. Re-election time is here! And, from the "professional" point of view, this means evaluation.

Re: Rating

Symonds says it can't be done;
Thayer says firing's far from fun.
Better Than Rating has another clue,
Now what's the poor principal going to do?

Shall he list them—"fair to best"?
Will he give them test on test?
Yauch or Corey, Wiles or Spears?
Will group process stay his fears?

Sooner or later, sure as fate,
Devoid of rancor, free from hate,
One by one he'll look them o'er,
As he has each year before!

Let's face it. You've simply got to put into practice the theory that principals are supposed to help teachers. By now you should have held at least two "evaluative conferences" with each teacher. It matters little that other unimportant matters interfered—record-keeping, swollen disciplinarians, ruptured disciplinees, parental discipline-avoiders, and of course the meetings of every conceivable letter combination by the hour on the hour. Actually, you should have begun evaluating last September; thus you could have had many a tear-drenched session with the sensitive and many an invective slugfest with the muscled.

Perhaps you ought to start by evaluating the job each teacher has, much after the fashion of our labor unions. Usually they start with job descriptions, and take it on from there. Of course they seem to have more persuasive means of attaching the dollar sign to the classifications, so depending upon your location, this may or may not be helpful.

You might consider this from still another angle: some folks see teachers as falling into a series of growth stages. If you set up your own stages of growth by which to make comparisons, you might begin with the novice of rosy-eyed views all the way through the master teacher of jaundiced vision. This will tell you if Teacher X has made any progress during the past year. Better practice would call for you to let the teacher be aware of the progress he is making at the time he is making it. The fact that some people then feel that "they have arrived" should not be too discouraging.

At this point it would do no harm to review the seven freedoms for teachers advanced by James A. Bennett and Emery Stoops in *The School Executive* of October, 1956: freedom to belong, freedom from pressure groups, freedom from financial worry, freedom from poor environment, freedom from conservatism, freedom from overwork, and freedom from being a cog. If at this juncture you begin to feel like a conservative employer viewing the liberal demands of his employees, be not constrained: this is but a phase which many of your colleagues pass through (if not out of) along the way.

Public school people have been inviting the general public in to tell them how to run the schools. It wasn't that they hadn't had a few words of advice in the past, but nobody had thought about doing it *in committee*. Perhaps we could set up evaluating committees for Mr. and Mrs. Public. In this way, the administrator would be freed from the unpleasantness of firing Mrs. Sticky for failing the PTA president's son; he could explain that the committee had recommended her disconnection.

This idea could be modified by the use of opinion surveys; they're popular now. You might consider the man-on-the-street approach, or the more prosaic formal committee representing a cross-sectional point of view—home, school, church, government, and, of course, the students themselves, both those in school and those who have left by request.

Sometimes teachers are timid about filling in opinionnaires about themselves, so it might be helpful to design one for each teacher to answer about the other teachers. Such questions as these might be asked: What do you think is Miss Frigid's attitude on hall-hand-holding? or Does Mrs. Golightly talk too much in the washroom? This is an area in which one can experiment freely, and still prove the validity by use of the standard deviation.

How good am I? I'll have you know
I'm tops! My children tell me so!

Of course the hottest number on

Formerly a superintendent, Mr. Arnaud is assistant professor of education at Our Lady of the Lake College in San Antonio, Texas.

the evaluation market is self-evaluation. This is doubtless the most creative approach. Some administrators have a set list of questions to ask, but this kills the creative instinct of the teachers, and so the newer trend is to have the teachers evaluate themselves with questions they have developed individually. This *does* seem to take care of individual differences. As you know, we are told that check-ups look for weaknesses, while evaluation builds on strengths. More than likely this is why we have more evaluations than check-ups.

Really, it is difficult to decide whether or not you should fire Mr. Crabbie for allowing the science class to pour acid into the homemaking department's washing machine until you have considered the *whole situation*. By this is meant the whole school system and the community at large. The pulse of the community ought always be felt by the administrator, for otherwise he may come into contact with the community sole! Since evaluation is a continuing process, it may be practical to simply continue evaluating Mr. Crabbie until you can find another science teacher.

The matter of growth always should be considered when one gets to appraising: everyone connected with the operation should grow. The administrator who calls in the band director for an explanation of the miserable sounds emanating from the band room probably will get an impromptu lesson in music appreciation, thus making it possible for him to recognize that creative expression in music, like taste for onions, must be developed—although nothing much can be done about the smell.

There should never be anything of a threat connected with evaluation, and personal prejudice on the part of the principal is inexcusable. Just because he is used to looking at people with teeth in their mouths is no reason for him to rage at Miss Useter for having hers on the desk in a handkerchief.

We cannot overlook the fact that the results of the teacher's efforts ought to be considered in evaluating him. And for results, look to the pupils. Finding out what the pupils know, however, is considerably time-consuming, and if you have waited until now to do so, it may be the better part of valor to start on that next year.

Miss Frowsy almost never smiles.
Her shape bends not to modern styles.
No modern method wields its wiles!
For Frowsy all the kids wear *heils!*

Needless to say, the principal should take a look at Worth McClure's article on "Some Principals I Would Like to Meet" in *The School Executive* of September, 1956, before becoming too articulate on what is wrong with the classroom teacher. One must be careful that the answer to the question of what's wrong with Miss Sourbratten is not "the principal!" Then, too, there is the possibility of looking at the question from a different point of view, like "what is *right* with the teacher?" but you would be accused of being a Pollyanna for sure.

The shop man's class has gone berserk;
He's sure each kid's a hopeless jerk.
The librarian guards the books so well
To check one out is hard as hell.
Miss English Lit's a Shakespeare bear:
Her students think of her as "square."

If you keep a file of folders on teacher personnel, you might refer to it in your consideration of things to come (or to go, as the case may be). Material in such files has a way of expanding dangerously, but as you know, it must be entirely factual, so you must refrain from coloring anything therein with your own impressions. If you are certain that the general public is not likely to be paging around, you might include the opinions of some pupils in the teacher's professional folder. But if this gets out, some smarty may get the idea of keeping a folder on *you!*

Finally you come to the last consideration—a check list. Now, this is not so easy as it would seem. Can you imagine a teacher who is accurate, dependable, optimistic, cheerful, friendly, cooperative, kind, emotionally stable, enthusiastic, adaptable, forceful, sincere, open-minded, loyal, resourceful, tactful, industrious, sociable, interested in children and teaching, complete with a sense of humor and justice? A *live* one, that is? Yet these are the things you are asked to look for by the "literature."

It is just possible that you may conclude it is best simply to keep what you have until the next pay raise—and that ought to give you plenty of time for a whale of a lot of evaluating!

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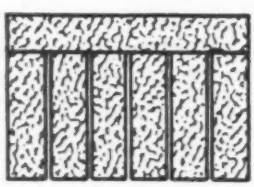

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Product & Service Index—March, 1960

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If further information concerning any of these products is desired, it will be sent without charge or obligation Simply circle the identifying numbers on the back of the business reply card and mail it to us.

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PRODUCT LITERATURE

401 Arcadia Metal Products Catalog on Aluminum Window Wall System

402 Society for Visual Education Publication, Visual Review

403 American Council on Education Report on College Teaching by Television

404 Modern Language Association Materials List for Foreign Language Teachers

405 Universal Metal Products Catalog on Uses of Sprayers, Dusters, etc.

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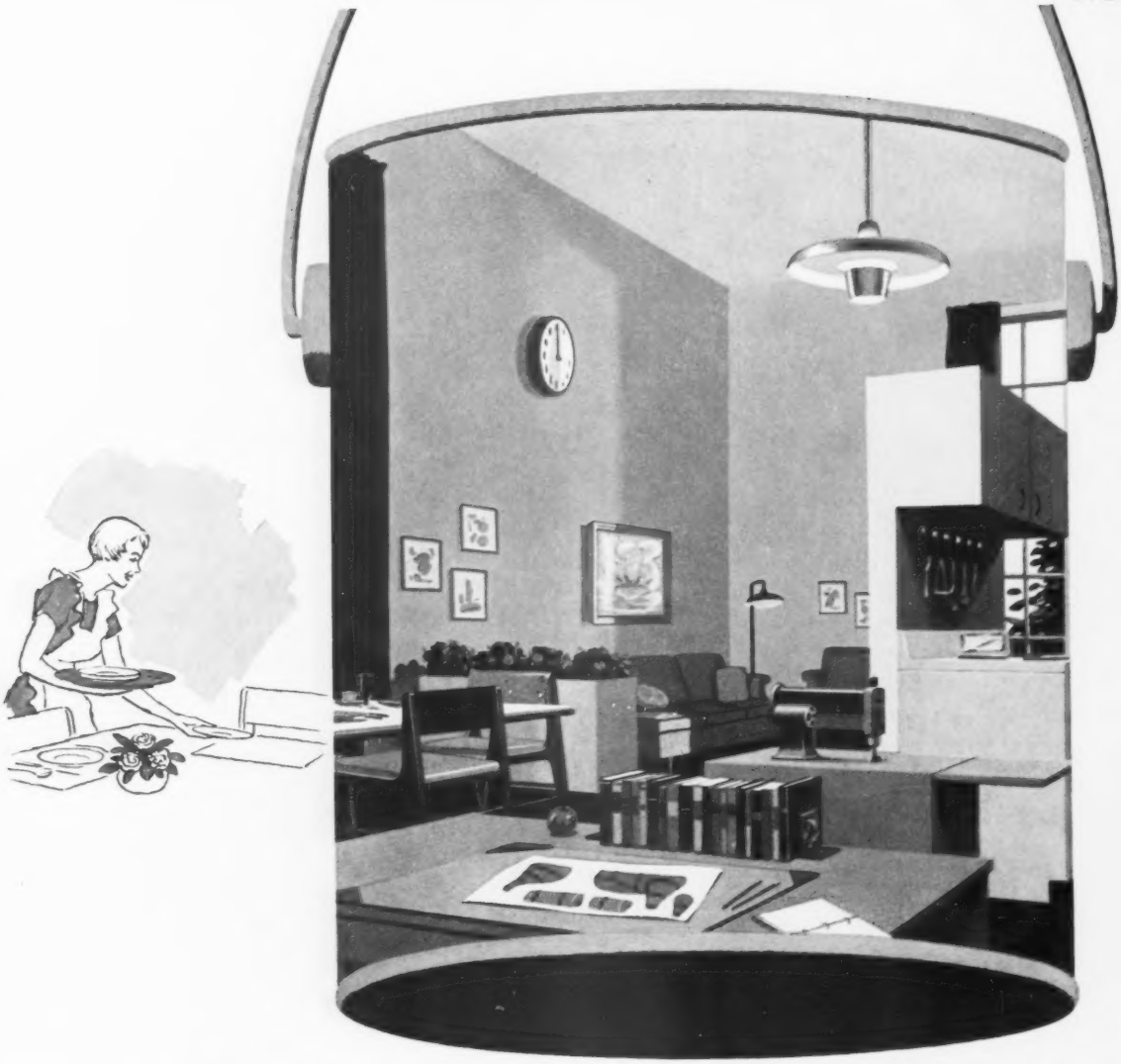

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